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Comparison of Qualifications, Training, Demand and Remuneration of the Library Profession with Social Work

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In the problems which confront them and in conditions which surround them, though not so much in the nature of the work, the points of similarity between social work and library work are strikingly evident. Both are new professions; members of both are busily discussing whether they are professions, a discussion which, strange as it may seem, has not found its way into the great world outside; both, in comparison with other professions, are in the early stages of professional education; both are strong on personality as a *sine qua non*; both are largely manned by women; both are inadequately paid; both have failed as yet to find themselves completely and the public has failed to place them satisfactorily in the general scheme of things except largely to ignore them. A study of the literature of the two professions will easily confirm these statements, which will be elaborated upon as I proceed.

The first schools for social work were organized about 25 years ago by private charitable agencies, arising out of a direct need for more extensive training than the apprentice system which was in use at that time. There are now 22 schools belonging to the Association of schools of professional social work, of which 18 are directly connected or affiliated with universities or colleges and eight of the 18 are in state universities. There are three schools with entirely independent

organizations. The enrollment in these schools in the year 1922-23 varied from 17 to 682. Other universities and colleges offer partial courses preparing for social work. This would indicate that schools for social workers are larger and are equipped to admit more students than library schools. Requirements for admission, taken as a whole, are also higher. James H. Tufts, in *Education and training for social work*, published in 1923 by the Russell Sage Foundation, says:

It is not easy to make any precise statement or to present statistics which give an adequate or trustworthy picture of just what the entrance requirements are in most of the institutions which offer education and training for social work. There are about 40 in all. Only a few of them announce their entrance requirements clearly and definitely, and give lists of students with their previously acquired academic degrees. Only about these few institutions, therefore, are definite statements possible. They can be classified broadly as 1) exclusively graduate; 2) exclusively undergraduate, usually limiting professional work to the fourth, or to the third and fourth years of the regular undergraduate course; and 3) including both graduate and undergraduate courses. In the institutions coming under the third head, however, specific courses are designated for undergraduate students followed by the bachelor's degree, and a distinctly specific curriculum for graduate students is laid out and is followed by the master's degree.

So far as the nominal entrance requirements are concerned, schools of training for social work compare very favorably with professional schools of law, medicine, engineering and theology. For there are very few schools

in which a high-school course is the only preparation. The great majority require either two years of college work or else prescribe a "college education or its equivalent."

An examination of the catalogs of schools of social work shows that library schools have gone through many of the same problems regarding curriculum, methods of instruction, scarcity of suitable instructors and the much mooted question of practice work. They, as we, started with part-time instructors giving a few hours a week to teaching. They still continue to give much time to field work, as high as 15 hours a week. Entrance examinations have not been used as extensively as in library schools, but personal interviews previous to admission are stressed. They have gone farther in preparing textbooks than have library schools.

The emphasis is placed upon graduate professional work but from the catalogs of schools for social work which I examined, I find Bryn Mawr is the only school which made no exceptions in regard to admitting students of non-collegiate rank on some basis.

The emphasis that is being placed upon college preparation by schools of social work is apparent in all of their catalogs and Tufts recommends that agencies in their efforts to maintain standards, place a premium in the way of salary upon well-trained candidates. This is along the plan adopted by a number of libraries, which I heartily approve, of establishing a higher beginning salary scale for full or partial college education. This must be done if we are to attract college graduates. After they are in the profession, they will gain recognition if they are worthy of it.

An important recommendation by Mr E. J. Reece in his recent exceedingly interesting and able report, *Some possible developments in library education*, submitted to the Temporary training board, is that which has its counterpart in Tufts' *Education and training for social work*. Mr Reece recommends an extension of library education, "roughly three years of academic study and one year of study of library school subjects," which would lead

to a bachelor of science degree. Mr Reece says, "Those who wished could go on, and by no more expenditure of time than is now necessary for one who seeks a bachelor's degree and elementary professional study, secure a master's degree, and not only fit themselves for higher grades of the service, but assure themselves the academic recognition which present library degrees cannot command." The degrees in social work for graduate study are A.M. and Ph.D.

Tufts puts the same case for social workers:

Here again we have to consider the actual alternative. It is not a question whether a given number of persons shall take professional preparation as graduates or as undergraduates; the practical question rather is whether a certain number shall take this as undergraduate or whether a few out of this number shall take it as graduate work while the rest do not take it at all, and either go into social work with no professional preparation or do not enter social work at all. If professional social work were as remunerative as the professions of law and medicine, it might be possible to hold more students for graduate work. But at the present, this is far from being the case. Some who might be inclined to enter social work if they could gain preparation for it as undergraduates would be deterred by expense if they must add a fifth or sixth year of study before entering upon any active work. In view of this, my opinion is that in the present status of social work it is wise for colleges in which there is a reasonable demand for such work or in which the presence of a school of social work would evoke a reasonable number of candidates, to offer professional instruction to undergraduates in their final year, preceding it by suitable foundation courses.

I agree with Mr Reece when he says: "In urging a university connection for library schools, Dr Williamson may have been ahead of the times but there can be little question that he was right in principle. The trend of development seems to point to it."

Library schools and schools for social workers, no matter how maintained, have in most cases been ready and eager for university affiliation.

Librarians may well take note of Tufts' viewpoint on the necessity of looking to the future in professional education as well as meeting present needs which he expresses in the next quotation:

Yet the last word on this subject ought not to be one of adaptation to present conditions.

It is probable that for a good while to come social agencies will take beginners with little or no professional preparation; it is probable that for a good while to come many persons of good personal qualifications who feel unable to incur the expense of proper preparation will offer themselves to these social agencies and be accepted. The schools can not change this condition all at once; but they need not feel that they have necessity laid upon them to provide some degree of education and training for every grade of worker. Their great contribution will be increasingly not so much to provide a something which shall be better than nothing as to raise the standard of excellence. They will accomplish this first, by providing better educated and trained candidates, and second, by forming centers of research, publications, and general professional interest which shall cooperate effectively in raising the level of social work and thereby contribute also to attract abler persons into the profession.

I want to requote and emphasize two sentences: "Yet the last word on this subject ought not to be one of adaptation to present conditions." "Their great contribution will be increasingly not so much to provide a something which shall be better than nothing as to raise the standard of excellence." And in another part of the book he elaborates this thought:

Making these admissions, the question which remains is really the crucial question at the present time for institutions which are looking not merely to the immediate demands of present conditions but to the future of the profession. For upon the answer to this question must depend largely their decisions as to entrance requirements, length of curriculum, subjects to be studied, and the point of view which shall control methods and aims. This question is: Shall the profession of social work, in addition to its necessary tasks of relief, of aid to the disadvantaged, and of adjusting personal relations, undertake leadership in the larger and more fundamental tasks of discovering the trends and needs of human society, of studying the underlying forces of every kind so far as they focus upon human welfare, and of attempting to contribute toward reshaping institutions and directing the forces involved?

At present, this must be regarded as an open question. If it is answered affirmatively, and if there is adequate support for such conception, there ought be no question as to the attractive power of the profession for young men and women of the highest ability, for no profession could offer a more genuinely constructive task. It is not to be expected that this range and scope should find fulfilment in

the immediate future. But if such a goal is definitely set up, and if able men and women are thereby in increasing numbers attracted to the profession, there will be at least the first and necessary conditions for the realization of the first steps toward such a scope for social work.

I want to discuss the needs of the library profession in the light of these statements which, in my opinion, exactly apply to our profession. The greatest need for the profession today is to raise the standard of the men and women entering it. On this depends whether librarians generally remain merely technicians or whether librarianship in fact becomes a profession. Someone has said that a profession is perhaps more nearly determined by its professional spirit than any other one factor. Professional spirit, the library profession now has to a large degree but, on the whole, the profession has not obtained in any large number men and women who had the vision or the ability to shape the development in extra school education in the same way as social workers are being called upon to contribute very largely in the shaping of social and industrial relationships. One way in which I can illustrate what I mean is to refer to *adult education*, which the A. L. A. as an association is now preparing to promote in libraries. I can see the finest of possibilities in this movement, but I can also see the possibilities of its failing because, frankly, I have my doubts whether the present personnel of public libraries can organize and develop any such movement on the educational standards which would be necessary for success. It is perfectly possible for it to develop into something very wooden and to make an appeal to people who delude themselves into thinking that they can buy culture for themselves by investing \$100 in Dr Eliot's Five-foot bookshelf. I have recently had a sidelight on some of the kinds of people who evidently buy the Five-foot bookshelf by becoming acquainted with one of its successful agents who positively is as ignorant and as far from any taint of culture as anyone I ever knew.

One means which social workers have used to attract desirable applicants to their schools is thorough scholarships and fellowships. From my examination of the catalogs of scholars for social work, I judge that all or nearly all such schools offer these. Without wishing to go into this question of scholarships at length, I should like to suggest that such inducements ought to add to the attractions for exceptionally promising students for library schools and it is a development which I hope we shall see come to pass.

What Tufts says regarding research and studies by faculties and students in schools of social work will bear quoting for the benefit of library schools for it is a field which, as far as we are concerned, has been practically untouched.

In establishing chairs of instruction in schools of social work and in planning the duties of their occupants, opportunity for investigation and publication should be clearly provided, and every encouragement offered to the advance of scholarship. It is generally realized that materials in many parts of the field are woefully meager. Each instructor is obliged to gather them for himself to a very large degree. There are, to be sure, in the larger cities, tons of records on file, but they are not available for use in any such form as the records of medical and legal cases. Nor in most cases have they been so carefully and scientifically made as the corresponding source materials in the above fields.

This second function of a professional school presupposes a strong faculty. Beginning their work with little or no endowment, the independent schools could not at first offer the inducement of a permanent, assured position which is so important in attracting the best instructors. Only with a reasonable degree of permanence assured can a school enter with free and single mind upon a long and arduous task of inquiry and publication. Only one of the independent schools has since secured a solid endowment. Schools or organizations connected with universities have had to meet the financial problem in the different guise of limited appropriations for staff, library, and other equipment. A new type of professional training had to justify itself before it could receive the support given to older lines. Another difficulty attendant upon building a new course of instruction has been that the supply of competent teachers has been limited. Many experiments have necessarily been made, some of which have resulted brilliantly, some in disappointment. It has been necessary to rely in part upon temporary services. Standards have not always been such as retain the men of highest ability.

The net result has been a large turnover in the instructorial staff—too large for the most effective work in solid investigation and publication.

Could better suggestions be made as to strengthening library schools financially in order to raise the standards of instruction and to give faculty members the necessary leisure for research? The subjects for such research in the library field may not be as plentiful as in social work but there are many of them and if library schools had sufficiently large faculties such research would not only contribute to the profession but also would give to faculty members qualities which scholarship applied to practical problems tends to develop.

I can not refrain from taking up here one of the points which I mentioned in the first paragraph, the question of whether librarianship is a profession. Dr Abraham Flexner, in an address which he made before the National conference of social workers, handles this very cleverly as it relates to social workers. He says that professional service might plausibly be characterized as any service that is not that of amateurs. He then refers, among others, to that of professional baseball—certainly one of the highest paid, and would you not say, the most generally honored of American professions?

In further elaboration, however, Dr Flexner maintains that the essentially intellectual character of its activities is the first mark of a profession. According to this, librarianship ought to be readily recognized as a profession for apparently it is largely intellectual in character. But possibly the reason why it is not so recognized is because library assistants taken by and large are not so easily recognized as strikingly intellectual in character. I do not think this is because library work does not appeal to the intellectual. Of course it does to some, but the greatest reason, if we will admit the truth, is an economic one—which we cannot possibly escape—the one of salaries. I know of no idea that I have less respect for than that money will buy anything, but it is utterly foolish for us to deceive our-

selves. We shall never get a sufficient number of men and women into the library profession with intellectual attainments, readily recognized as professional until salary standards are raised to a marked degree. Dr Flexner has expressed this well regarding social workers in the following words:

Professions may not be cultivated for mere profit. Neither, let me add, can they develop on the basis of underpaid service. Most men and women are *fortunately so placed* that the career they adopt must afford them the income necessary to their existence and development. Well-trained men and women cannot, as a rule, be attracted to a vocation that does not promise a living wage in return for competent service. Am I mistaken in thinking that not infrequently the mere joy attached to philanthropic endeavors has seemed to those in control a more complete satisfaction of the worker's legitimate desires than it has seemed for example to the worker himself?

I have an idea that assistants may think that librarians have overworked this joy of the work proposition as a consoling compensation for low salaries. After all, we shall have to admit that joy will not pay room rent nor buy the clothes which, as a mere man, I can recognize as one of the ingredients which go in to make up that charmed word personality.

Let us dwell a moment on the word personality which holds such a prominent place in the librarian's vocabulary. Social workers, too, use it in their vocabulary. Edward T. Devine and Mary Van Kleeck in their study, *Positions in social work*, state that in answers to an extensive questionnaire to social agencies: "'Personality' was the magic word used most frequently to head the list of desired qualities. Many declared that there was a natural gift for social work, which could not be acquired by training and without which training was useless. We were given illustrations of workers equipped by college education and professional experience, who failed conspicuously because of the lack of this natural gift."

Dr Devine makes the following pun-gent comment in his introduction headed, *Profession in the making*:

Executives who are responsible for engaging the staff should get out of their heads the dreary platitudes about "personality" and

"natural gifts" and coöperate with the universities and training schools in uniting "ability and talents" "to systematic training." Boards of directors should make up their minds to pay adequate salaries to workers already competent. The training schools on their part should undertake to meet the actual needs, setting the standards for admission and graduation neither so low as to betray the profession which they are helping to create, nor so high as to fail to provide workers who can afford to accept the positions which exist.

I do not agree with Dr Williamson that librarians have over-emphasized the value of personality, if we mean by personality that strong, dominant quality which makes an unmistakable impression wherever it is. Of this, however, I am very sure, that we have greatly exaggerated our success in gaining for the library profession any considerable number with such personalities. One of the few things which H. L. Mencken has said, with which I agree, is that most people prefer to believe a pleasant lie to a disagreeable truth. I have not found librarians any exception to the rule. We have in many cases led ourselves to believe that we were choosing assistants for personality rather than for high educational qualifications when the plain truth is that we employed them because they were the kind which the salaries offered would attract. Some of them with sufficient experience become pretty satisfactory assistants, but there is nothing to distinguish most of them from any number of the thousands upon thousands of high-school graduates who are turned out every year. It would seem that at this time one should not have to come to the defense of a college education for librarianship. That some librarians without a college degree are vastly superior to some with it is, of course, true and it is also true that some grammar school graduates are more intelligent than some high-school graduates or college graduates, but that is entirely beside the point. Big business men, after many years of scoffing, now openly recognize the value of a college education and even John J. McGraw, manager of the New York Giants, says college men make, in the majority of cases, better professional ball

players than the boys from the sand lots. Is it for the profession of books to question it?

The comparison of salaries of librarians and social workers, I have found extremely difficult because the information available is not very satisfactory for comparative purposes, also the positions in social work vary so in character. The Welfare federation of Cleveland has made an elaborate study of all agencies in that city, but it is classified to such a minute degree that it is difficult to summarize. The best comparison is in Tufts, where there are a number of tables. One of these is "Salaries of women who obtained positions in social work through the National Social Workers Exchange in 1920." This shows a median beginning salary of \$1242 for college graduates, \$1151 for those with partial college education and \$980 for those with no college education. It shows a median beginning salary of \$1367 for graduates of schools of social work, and \$1045 for those with no school social work training. For those with five or more years experience, the median beginning salary for college graduates is \$2080, for those with no college education, \$1592. Tufts draws the following conclusions from two of the tables:

1) The salary of the college graduate in social work begins at a higher point than that of the non-graduate, which is in turn higher than that of the person with no college training.

2) This relative superiority is somewhat greater in the division of those having longest experience.

3) A similar initial advantage exists in the salary of the graduate over the non-graduate of schools of social work, and of both of these over the salaries of those who have no training in a school for social work.

4) Those who have had training in schools for social work are in an advantageous position in each of the divisions based on experience as compared with those who have had no such training, although the margin of advantage tends to decrease with length of experience. The reason for this is probably to be found in the fact that those who have had longest experience, and presumably receive corresponding recognition in salary, entered the field of social work prior to the establishment of professional schools of social work.

One other comparison may be given between general library assistants and

case workers or family visitors, taken from the report of the Committee on salaries of the American association for organizing family social work, as printed in *Family* for March, 1922:

The range of visitors' salaries was from \$480 to \$1800, with 21 societies reporting a maximum of \$1200, 9 a maximum of \$1500, and only 2 a maximum of \$1800.

The education of 278 visitors was reported upon. Of these, 111 were college graduates and 73 had attended professional schools. Previous occupation was given for 94 visitors; 37 had been employed in other kinds of social work; 26 were teachers; 24 were clerical workers; 2 were librarians; 2 were home economists; 1 was a nurse; 1 was in business, and 1 was a publicity agent.

Statistics of salaries for library assistants in 32 large public libraries, as printed in the November *A. L. A. Bulletin*, show that 9 libraries pay \$900 or less as a beginning salary, 14 of the 32 pay \$1200 or more. The maximum paid to general assistants is \$2100, 14 pay \$1500 or more as a maximum and 6 pay \$1800 or more. These salaries, I think, are really somewhat better than social workers with corresponding training and experience. The salaries for executives in social work and head librarians do not vary greatly as far as I can judge.

Fred R. Johnson, associate-secretary, Detroit Community union, in Salary standards in social work in Detroit, says that the most striking single fact touching upon all groups was the lack of continuity in employment. Over 50 per cent had been with their respective organizations less than a year and only 10 per cent had served more than five years.

Salary for case work ranged from \$75 to \$125. He recommends that case workers should receive more than \$100 a month.

A report of the Minneapolis council of social agencies shows that, of 67 case workers, 31 per cent received less than \$900 and 73 per cent less than \$1200.

In the 1920 conference for social work, Sherman Conrad reports on an investigation of employment conditions among social agencies throughout the country. Of 400 questionnaires sent out, 190 were answered. During the previous year there had been a labor turnover in these

agencies of 36 per cent and less than 50 per cent of those employed had worked a year. Reasons given for leaving the profession were: Superannuation, none; death, 1 per cent; marriage, 10 per cent; better paying positions, 35 per cent; dislike for work, 8 per cent; discharged, 14 per cent. Of 504 positions filled during that time, less than 2 per cent were secured by training classes conducted by agency. Of 364 distinctly social work positions, the National Social Workers exchange filled 4.

The labor turnover in libraries is a serious problem but probably not as bad as indicated in the above for social agencies. However, to those librarians who think we have exhausted subjects for consideration and are frankly bored by A. L. A. meetings, I would respectfully suggest that a study of labor turnover in libraries would be desirable. Some of it undoubtedly could be prevented.

The American Library Association, in 1924, through the establishment of a Library Education board, is officially recognizing that *library personnel* is with little doubt the greatest problem before librarians today. I would urge with all the emphasis that I could place upon it that the A. L. A., through the Education board or otherwise, undertake a thorough investigation of library salaries. Librarians generally have never paid any too great attention to this problem. The Salary committee of the A. L. A. has in the past two years been attempting to put before librarians facts and statistics con-

cerning salaries, but it is a mere beginning. I am not recommending that A. L. A. headquarters become of itself a propaganda center for higher salaries, but facts should be made available which librarians can use with library boards and the "city fathers." I believe library boards will recognize these facts and will, if possible, raise salaries accordingly, if the facts are presented in a form which makes them clearly and unmistakably convincing. It is plainly the duty of the A. L. A. to make the facts about salaries available; it is plainly the duty of librarians to use these facts to the best advantage.

It is our obligation through education to convince the public that librarianship demands the best human material in scholarship, in personality, in enthusiasm. Other professions like social work and education appeal equally with librarianship to men and women of character and attainments. The body politic must be made to recognize that it is not wise to employ a cheap librarian any more than it is wise for a man to employ a cheap surgeon. This is a day when intelligence is at a premium and it is not going too far to say that the existence of civilization now peculiarly depends upon it. Librarians are one of the agencies promoting intelligence and they have the possibility of being far more potent. The men and women entering the profession govern that possibility. The compensation they receive is one of the factors which cannot be ignored.

Adolescent Reading¹

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A reading problem is always made up of two factors—reader and book. The reader is the more important of the two since a reader, especially if a boy or a girl, has value apart from any relation to a book, while a book is valuable only as it has a reader. I am often impressed with

the fact that many people divide the reading population, in so far as age is concerned, into two groups—children and adults. In reading the papers presented at the last meeting of the A. L. A., I am led to believe that many librarians are inclined to make this same division. Certain it is, that our libraries are largely organized on the basis of such a group-

¹Read at meeting of Nebraska library association, Omaha, October, 1924.

ing. But there is a third group which should not be lost sight of because it differs in essential characteristics and in the manner in which it must be approached from both the others.

Children are usually frank, open to suggestion, take restraint more or less as a matter of course, and are full of confidence in parents and teachers, and any adults who have not markedly betrayed their trust. The adolescent boy or girl is self-conscious, easily embarrassed, secretive as regards his real feelings, and moreover, he is questioning as to any restraint or suggestions coming from grown-ups. Adolescents are full of fear that through the machination of older people they are losing something of life, hence this constant search for thrills in reading and social life.

Adults, on the other hand, as compared with youth, have grown cold and fixed in their mental and moral life. How often you hear someone say of a boy or girl whom he has known at twenty and again at thirty, "Why, I never could have believed he or she would ever settle down and become such a good father or mother, or respectable citizen." But did you ever hear anyone express surprise at such a difference between forty and fifty? Grown-ups may still grow but they do not often develop any unforeseen tendency. These differences which we all know between adolescents and children, and between adolescents and adults, are very important in considering the problem of adolescent reading.

Youth is the "plastic age," it is the age of deep and lasting impressions, and if it be true that the reading of books is one of the potent influences which inspire and direct youth, then it is true that this is the age most important to consider. None of you gets the reaction from reading any book now that you did in reading some books in your "teens." Many great people give some book the credit of changing the whole course of their life, but what do they say of their present reading? Always, "I was much interested," or "I enjoyed," or "found food for thought," but never the thrill of youth.

But in spite of the great importance of this group, it is not the best taken care of in our libraries. The reason is not hard to find. It is not that the importance is not recognized. It is that it is the most difficult field. The children you can put off in a room of their own; the adolescents will not stay put. The adults—well, the usual way is to give them pretty much what they want unless their wants are too far below par. And that is all right. I cannot believe much in a censorship of the reading of some grown-ups by other grown-ups. The censorship may easily become more dangerous than any reading which they may do. If a man of forty prefers Zane Grey to Conrad, I would favor allowing him to have Zane Grey, in spite of what critics say of their relative merits. If a woman wants Lavender and old lace, by all means let her have it. You cannot change tastes any more than you can change character at forty. What I do object to is the buying of 22 copies of Zane Grey's latest for the forties and not being able to supply the seventeens with the great books, in attractive editions, which might change the whole trend of their lives into something bigger and better.

Is it not true that our young people often, when they have become too old and too self-conscious to be content in the children's room, are thrown into an adult library where the mediocre current fiction is in the most attractive dress and is most prominent of any books in the library? These books may be all right for adults who want nothing better but they are almost certain death to the fine groping instincts of adolescents who do not know what they want and have formed no standards of comparison.

In the book entitled *Counsel upon the reading of books*, the writer divides readers into—simple readers, who read without any particular purpose, chiefly to occupy their spare time; intelligent readers, those who want to know and to whom books are valuable chiefly for their information; and gentle readers, those who want to grow. Adolescent readers may be classified in this same way but the difficulties caused by these groupings are

much more serious with the younger readers. When a lawyer, a college professor, a minister, business man, skilled mechanic or any who belongs to the intelligent or gentle reader types, comes to the library for a book, he will not be led off by a book which you have for the entertainment of your simple reader, even if it is in a bright red binding and stands next to the book he came for. But your young folks who ought to belong to the intelligent and gentle reader groups will do that very thing.

In a recent number of *School and Society*, a writer quotes Holmes as dividing minds into one-story, two-story and three-story-with-skylights. Older people may make excursions into the lower stories but they will climb up again and not lose their rightful status, but the younger folks all too often slide down the banisters and never climb up again.

This phase of the reading problem is one which we have to meet in every democratic institution. When I began teaching in high school, it had been decided, and rightfully, that many students could not and would not get anything from what had always been considered essential in a school curriculum. And then some educators seemed to decide, and this was not true, that to learn to use a typewriter, to take sixteen one-semester electives, was just as good an education as three and four-year courses in something hard. So our intelligent and gentle young folks slumped into these easier things. Why not, if just as good? This condition has been more or less remedied in the schools. In libraries, these classes of boys and girls come from the children's rooms and often, following the path of least resistance, they read the books that are there for idle readers.

Perhaps I overestimate the importance of reading. I'll admit that I recommend books to young folks with about as much hesitancy as I would give matches to babies, so dynamic do I feel that books are. At least everyone will give the influence of reading importance enough to realize that the flood of insipid print which young people have access to, some-

thing which is comparatively new in the history of the world, is a matter worth serious consideration.

An ideal situation in providing books might be compared to the table a good mother sets for her children. She puts no known poisons on the table. She makes the more wholesome foods as attractive as possible. She does not continually nag and dictate about the choice of foods and she does not give the children the impression that they are eating for her benefit, in the manner that some pupils are so spoon-fed that they seem to have gained the idea that the world not only owes them an education but should be extremely grateful to them for taking one. Where intelligent parents take charge of the reading of their family, something of this ideal situation may be found, but when children are dealt with in large groups, it is quite impossible. But though it is perhaps impossible to reach an ideal situation, I am convinced that either we should make better provision for adolescents in the organization of libraries or we should make our adult section better adapted to the needs of this most important group. I think that we can do the latter without doing harm or injustice to the adult group.

Turning from the reader to the book side of the subject, I would like to mention first the quite common division which we make of books into fiction and non-fiction, by which we usually mean prose fiction. What a senseless division it is to keep before people, one which places prose fiction on the one side and dumps every other book—dictionary, encyclopedia, textbook, poetry, drama, essays, great biography and all—into the other side. DeQuincey's division of literature into literature of power and literature of knowledge may be changed for our purpose into books of power and books of knowledge, and make a much better division. Into the first class will fall all prose fiction, poetry and drama that is worthy of consideration. Into this class, also, will be placed the great books of biography, history, travel, religion and science. The books of knowledge are all

those of informational biography, history, science, etc., as well as all books of general reference.

The books of power are the most important to consider in the reading of adolescence. If all young people do not have access, in this wealthy country, to all the books of knowledge that they are capable of making use of, it is a matter of inexcusable ignorance and neglect, for this class of books is not difficult to choose nor expensive to provide.

Books of power are those whose greatness and worth lie in their power to cultivate taste, awaken mind and enrich character. For adolescents, prose fiction easily leads in importance, whether we will or no. I think rightly, because there is more fundamental truth in great fiction than in most biography, history, or so-called non-fiction books. Poetry ought to come second in favor but usually, with our modern young people, poetry "does not come at all." This is partially due to the unattractive form in which it is usually found. It is much better for a library which cannot supply both to do without Hoyt and Bryant and other large poetry reference books, and without complete editions of the poets, and to buy the small attractive books of poetry such as Frost—North of Boston, or attractive collections like those of Jessie Rittenhouse, Repplier—Book of famous verse, Wiggin and Smith—Golden numbers, De La Mare—Come hither, Untermeyer—This singing world. You may think that your library may suffer as a reference library but what matter if it does if, in the meantime, some young girl has had her ideals concerning sexual love raised by reading Margaret Widdemer's *A modern woman to her lover*; or some one has gained a better sense of brotherhood from Edwin Markham's *Outwitted*, or a finer sense of beauty from Joyce Kilmer's *Trees*, all to be found in Untermeyer's beautiful collection—*Modern American poetry*.

It always seems a very arbitrary and personal thing to recommend individual books or poems for reading but I am going to mention a few that I have found successful in their appeal. These are

more or less recent books and for the most part better adapted to early adolescence, an age when it is most important that young folks "are shown into safe reading paths." Everything that I name I recommend to be placed in the adult section in a library which is divided between children and adults.

Two good school stories are, David Blaize, an English story in which the finest traits in boy character are made attractive, and High Benton, an American school story, not on so high a plane as David Blaize, but wholesome. The Charles Boardman Hawes stories—*Mutineers*, *Great quest* and *Dark frigate*—are perhaps as good adventure as *Treasure Island* and have not yet been used as school tasks. Jim Davis, a story of smugglers; Howard Pyle's *Men of iron*, a story of knighthood, and *Ungava Bob*, a story of fur-trapping in Labrador, are all good. These books are good literature and clean stories, and it's a strange boy who will not read them when he finds them. Some girls will enjoy these but girls at the age that boys are reading them are quite likely to be hunting love stories. And what modern love stories can you give them? One hates to think of girls reading the ordinary modern love story with its triangle love plot and its weak and silly interpretation of love. One would like to have girls read for their first literature of this kind either idealistic interpretations of love or great interpretations. I am glad if the girls in their early "teens" will read *Ramona*, John Halifax, *Cathedral courtship*, *Little minister* and *Lorna Doone*. And I find girls from country homes and others who have not been spoiled with movies and "snappy stories" will read these with pleasure though they are not modern in their atmosphere.

Some good wholesome plays are found in recent collections and, while the reading of plays is perhaps a mature taste, still the older adolescents often like them, especially so if they have opportunity to act them or read them in groups. If you are buying plays for young folks to use rather than for reference, do not buy such collections as Dickinson—Chief con-

temporary drama, but rather such as Cohen—One-act plays, Knickerbocker—Twelve plays, Webber and Webster—One-act plays, Atlantic modern plays, and Mayorga—Representative plays by American authors. A few individual plays on other themes than love, and good reading for young folks, are Suppressed desires, by George Cook and Susan Glaspell; Exchange, by Althes Thurston; The boy comes home, by A. A. Milne, and Nevertheless, by Stuart Walker.

There are many non-fiction books which will be read with as much interest as fiction if the non-fiction idea is not stressed. Such are, Grenfell—Adrift on an icepan, Life of Helen Keller, Rolt-Wheeler—Life of Edison, and for older ones, Vallery-Radot—Life of Pasteur. Among travel books, the Cruise of the Cachalot will go the whole round of boy readers—and what fiction could be more thrilling than Peary—The North pole, or that wonderful book published by the National Geographical Society—The valley of ten thousand smokes?

And there are the great literary and scientific books of recent years—books which combine literary merit with accurate scientific knowledge. I like to think of these as the great books of democracy. I mean such as, Slosson—Creative chemistry, Caldwell and Slosson—Science re-making the world, the long list of Fabre's books, as Wonderbook of chemistry, Story of the fly, Story of the spider, etc. Many boys and girls will be interested in Fabre's destruction with his scientific knowledge of that old fable of preparedness—The grasshopper and the ant, in his book entitled Social life in the insect world. They will feel that this new knowledge of natural history is a proof that they have left the fairyland of childhood.

Burroughs' many books come in this class of literary, scientific books—his Birds and bees, Field and study, Ways of nature, and many others, even if you do not include his books on the philosophy of life, such as, Breath of life, Summit of the years, and Accepting the universe—all of which I should be glad to include

for adolescent reading. Maeterlinck's Life of the bee, and Harwood's New creations in plant life, belong in the class of scientific books which are books of power though of course not equal in literary value.

In the field of history and civics, I am sure that many boys and girls of a mental calibre to read Bryce, Fiske and Plutarch are kept reading mediocre and childish books on citizenship, to the detriment not only of their minds but also their patriotism.

When we begin to list even so few of the books of power in both the past and the present, it does seem that some way should be found to prevent so many intelligent young people from reading the trash that they do. For it is not just the simple-minded boy and girl who are spending the whole of their voluntary reading time on mediocre and inane current fiction.

I have not offered any very worth while suggestions on this subject. I am glad if I have aroused any new interest in the needs of this difficult in-between group of readers. I wish to urge that we ought to keep our standards high for the sake of adolescents even though we do sometimes disappoint the adults in their desires, and, also, that we ought to keep our standards high for the sake of the intelligent and gentle young folks even though we do not always satisfy the simple. Let us not always sacrifice the two and three-story-with-skylights minds for the one-story minds, and let us not at all sacrifice the souls and the minds of the growing generation for the passing entertainment of the grown-ups. Perhaps you will say that we must take care of the simple readers and lead them to better things. But are you quite sure when you make the stair-climbing, mediocre books prominent in your library that there are not just as many boys who use them to go down as to go up? Perhaps you will say that you cannot compete with the movies unless you lower standards. I believe that it is only by keeping to our standards that we can successfully compete with them. If we enter under their rules and standards,

they win, for they have every advantage in their own field. If we live up to our own standards, they have already lost. The field of the library is one of physical quietness and poise, spiritual fineness and intellectual fairness. Quiet things cannot hope to win against noise if everybody is led to believe that the loudest noise is the goal for which we all strive; fineness is sure to yield to coarseness if coarseness sets the standards; and purity will shrink away before vulgarity if vulgarity be made the umpire.

In closing, I wish to quote a few things which were said in papers read before the last meeting of the A. L. A. The title which Mr Jennings gave his address, *Sticking to our last*, has application here. In a word, we should do the things that we are responsible for and not take responsibility for the things which we cannot do.

Frank H. Chase, reference librarian, Boston public library, said, "The public

libraries are responsible for providing the real books of the past for all who wish to read them. . . . Reading, as such, was never so plentiful, so cheap, so universally accessible. Education, on the other hand, was never so expensive as today. . . . The attempt to provide the public with its daily ration of excitement gets the library and the public nowhere."

Louise P. Latimer, children's librarian, Public library, District of Columbia, in her interesting paper, *They who get slapped*, says what I think applies as well to older children as to the younger—"The fact that most persons dealing with children far underestimate the ability of a child to like nice things, is at the bottom of our having so much educating and so little culture. We want the children to have the best and we are afraid to give it to them. . . . I think in America we are cultivating commonness as if it were a virtue. We must, if we do, reap our reward."

In the Letter Box

What Is Preparation for Librarianship?

Editor, PUBLIC LIBRARIES:

May I take this opportunity to discuss briefly what I traveled many miles to hear during my holiday period, namely, the discussions of the Board of education for librarianship at the meeting in Chicago, December 31?

From reading the announcements, one expected to hear in the meeting much illuminating discussion and to receive definite valuable impressions with regard to the proposed advanced school of librarianship. For years an earnest group has felt that advancement was due in the courses offered in the library schools, most of which have taken on themselves in recent years to arbitrate who shall have the hall-mark of preparation in the ranks of scholarly librarians.

I am willing to concede that the holding up of this hall-mark as a goal to be attained has had beneficial effect on the serious equipment of those who saw in

library work a field of service that to them was desirable as a life work. But in more instances than is creditable to those in authority, the schools themselves have lacked the bases and later essentials, and with these deficiencies in their teaching staff, many times did not and do not now possess the qualities which they have loudly proclaimed to be *sine qua non* for librarianship. The majority of those who teach in the library schools are either without definite valuable library experience or this experience has been so far in the past that the spirit which should prevail today is unknown to them. Moreover, too many of these members of the teaching staffs are not found in the working circles of those who are developing by careful study and discussion new principles and new methods of shortening the distance between books and educational effort. These faculty members are too seldom found where librarians do most congregate in city, state and national groups.

And, moreover, when they are found, they are more concerned with administrative policies of association and group organization than with the fundamentals of educational development in the use of books.

It was in the hope of learning something of this latter kind that I accepted the invitation to hear the program to be presented by the Board of education for librarianship at the Chicago meeting of the A. L. A. council. When I saw the announcement and the various phases of the program of procedure, I thought, "Now I shall find answers to the questions which keep me disturbed as to the validity of the claims of the library schools as the accepted sure road leading to happiness and adequate preparation for the would-be librarian."

The program, under its several heads—needs, recruiting of students, curriculum, entrance requirements, length of curriculum and degrees, and instructional staff, with sub-divisions of important points under each topic, seemed to me to present a network of inquiries which, properly answered, would give cogent reasons for definite decisions in regard to every point raised.

Frankly, I was disappointed. There was little if anything new beyond what one has heard for a dozen years at library meetings.

Under the first topic, "Need," nothing came out that could be properly labeled a need. A few who were past the point of hopefulness of further development as librarians and a few immature and inexperienced persons responded, the only idea they expressed being, "I should like to do it." Nothing as to the paucity of experience, the lack of acquirement of knowledge and wisdom that comes from a period of study, nothing as to professional zeal for better preparation, nothing of the real joy of the student—merely expressions of "it being a very nice thing to do" and the speaker's desire to try it.

Second, "Recruiting of students." The question was asked as to whether this advanced curriculum would interest more college graduates or attract experienced librarians with library school degrees;

also "What is the ground to believe a class of sufficient size to justify the establishment of the proposed advanced school would appear?" There was no answer. There was some small indication that a leave of absence would be granted to pursue advanced study, but nothing to grip!

Under the topic, "Aim," nothing was offered in answer to the question, "Should the proposed scheme differ from those that are now offered?"

In the discussion of summer sessions, several instructors in such schools were sure that what they had to offer would form a basis sufficiently strong for credit in an advanced school of librarianship!

There was much side-stepping and fluent talk and timid questionings, lest somebody's feelings or toes might be disturbed, in the discussion relating to the preparation which students should have for study for librarianship anywhere. Since a number of the schools have on their faculties—some of them doing the best work that is given—teachers who themselves have had no library school training, and since some of the best work in the country is admittedly done by those who have been similarly deprived of the advantages of a library school course, it was too hard a question to definitely answer "What provision should be made for entrance to the advanced curriculum of the student of exceptional ability?" Experience as a teacher was flouted!

Several of those connected with library schools later wondered aloud as to what one was expected to take out of President Scott's discussion of tests. It seemed to the writer that President Scott's points were so clear that "a fool need not err therein."

What of value did come out of the meeting? Or is it still to come?

AN UNGRADUATED LIBRARIAN.

"The fortunate people—the truly fortunate," says E. S. Martin, "are not so much those who succeed in life as those who succeed in living." To achieve that highest of all success is an art worth cultivating; in one's reading and thinking, only the best contributes to it.—*Yale Review*.

Not Everything in The Survey

Editor, PUBLIC LIBRARIES:

I have read with much interest Mr W. E. Henry's comments on the questionnaire sent out by our Survey committee. I quite agree with him that a very large proportion of the questions are non-essential. I might put the number at two-thirds—but which two-thirds? I deny that either the Committee or Mr Henry or anybody else could pick out definitely and with surety those particular questions. When a man who is conducting a scientific investigation looks for facts, he looks for them all. The future will determine which of them are non-essential.

So I am glad that Mr Henry filled in his questionnaire. Like everything else that he does, it has been a thorough piece of work, I am sure.

ARTHUR E. BOSTWICK
Chairman

For Free Distribution

A few copies of the report of the Chicago Vice commission, The social evil in Chicago: A study of existing conditions, will be given to libraries desiring the report, the library to pay postage. (Weight about two pounds.)

This report, the work of Dean Sumner as chairman of a commission of 30 leading representative men and women, has gathered material of importance to welfare workers and city officials. It is only for restricted use. Since only a few copies of the report remain, this opportunity for the larger libraries to secure it will not be presented again.

Requests for copies of the report should be sent to Arthur Burrage Farwell, secretary, Hyde Park Protective Association, 19 South LaSalle Street, Room 1027, Chicago.

Help Wanted for a Library

In a disastrous fire which destroyed the Arts and Crafts building of the School of organic education, Fairhope, Ala., recently, the equipment for pottery, metal and textile work, the collection of pottery, equipment for the physical and

chemical laboratories and the scientific library, were also destroyed. An appeal is made to libraries having duplicates of scientific textbooks, works of reference and works on arts and crafts to send such material as gifts to the school. In order to avoid possible duplication, libraries inclined to aid the school should send lists of such books as they wish to donate to Aksel G. S. Josephson, chairman, Finance committee, Fairhope school community, Fairhope, Ala.

Who Did This? Terrible!

Just what is adult education? Are librarians supposed to be bright and shining examples of the adult educated—or vice-versa?

If librarians are well educated persons, should they not know the proper postage to put on a communication sent to Canada? This past week, this library has received four things in the post: One from a library worker in Boston who said, "I enclose *stamped* addressed envelope for your reply." Now the stamp bears the head of George Washington—his head could carry a good deal—but not our reply. It takes King George's to do that.

Second came a request from the *Library Journal* and with it an American stamp, this time a full face of an American president and though *licked* and put in a corner of the envelope, he proves of no value as a messenger for our reply.

Third, PUBLIC LIBRARIES writes a very nice letter but puts a good *five* cent stamp on the envelope to bring its weighty thoughts to us, when a two cent stamp would have done. The ordinary letter postage to Canada from the U. S. A. is two cents, and the ordinary answer from Canada to the U. S. A. takes a Canadian three cent stamp. We go you one better!

We have stood all this for 20 years and would still grin and bear it if it was not for this "adult education" stunt. We would like to have a finger in that.

Can you stand any more? If so, what about that word *unique*? Over and over again it appears in the newspapers and in library periodicals with a qualification, as

"somewhat unique," "rather unique," "quite unique"—until it is unique to find the word by itself. Now is not that word superlative? It cannot be "almost or somewhat" unique. If it is *unique*, that settles it.

Librarians might also help adult education by doing something toward having better English on the screen in the moving picture story. There is much there to improve. I once saw a sign over a movie palace which read: "Whom God hath joined together—In five reels and two parts."

MARY S. SAXE
Librarian

Public library
Westmount, P. Q.

Note of Appreciation

Editor, PUBLIC LIBRARIES:

I am very grateful for the interesting account of the life and work of Dr Dewey in the February number of PUBLIC LIBRARIES.

We have not had sufficient hero worship in educational circles. The significant contributions which our pioneer torchbearers have made to progress are too little appreciated. We cannot expect the general public to appreciate this service if we ourselves fail to value it at its great worth.

JOY E. MORGAN
Managing editor

Journal of the N. E. A.,
Washington, D. C.

The German Book Exhibit

A descriptive booklet containing notes, impressions and interviews on the German book exhibit held in Chicago in January, is to be printed on old Stratford paper by the Lakeside Press, Chicago, at an estimated cost of one dollar a copy. It will be a 64p. booklet, with two illustrations and an attractive cover. As the first edition will be limited, those who wish to obtain a copy should subscribe early so that a sufficient number can be printed to supply the demand.

Orders or checks should be sent to Dr T. W. Koch, librarian, Northwestern university, Evanston, Ill.

Hardwood Facetiousness

Much facetiousness was indulged in by some of the newspapers over the country in commenting on the statement from the Carnegie library, Pittsburgh, Pa., that it was not buying cross-word puzzle books. The *Indianapolis News* became very facetious over what it evidently regarded as a narrow-minded view of the value of the cross-word puzzle. This exposition was brought to the attention of John H. Leete, director of the Carnegie library, Pittsburgh, who speaks to the point in regard to the matter:

No, we do not buy cross-word puzzle books. Our decision against the purchase of these books, however, was not the result of our opinions upon the value or lack of value of the cross-word puzzle, but was based upon the obvious fact that, from its nature, the cross-word puzzle book is an individual possession, since we can hardly imagine such a book being used in any other way than planned by the publisher, viz., the insertion of the words in the book's diagram. If there were any other consideration necessary, it might be added that the publication of eight a day in the local daily papers seems to render further provision unnecessary.

Notable Anniversaries in 1925

A recent number of the *Bulletin* of the Free public library, Worcester, Mass., contains an interesting comment on the several notable centennial anniversaries which 1925 brings. These should furnish helpful suggestions to libraries for creating an interest in worth-while books. Among the notable anniversaries are the completion of the Erie canal, the birth of George Innes, noted American painter, the death of Eli Whitney and of Daniel Shays, leader of the Whiskey rebellion in Massachusetts, the birth of Thomas H. Huxley and of the poet, Adelaide Anne Proctor. This year is the fiftieth anniversary of the completion of the Hosac tunnel and also of the organization of Smith and Wellesley colleges.

An eminent librarian writes:

Apropos of your editorial regarding the A. L. A. midwinter meeting, someone (I think it is Huxley) says, "There may be wisdom in a multitude of councilors, but it is in only a few of them."

Monthly—Except August
and September

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M. E. Ahern, Editor

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Contributions for current numbers of PUBLIC LIBRARIES should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

A Plea for a Pause

THE program makers for the A. L. A. meeting at Saratoga Springs last summer received so much approval of their plan to have one period each day free from formal meetings that it is rumored that it is their purpose to provide like free periods for the Seattle meeting in July.

It has long been accepted as an unquestioned fact that piazza conferences, "walks and talks" and opportunity for the personal touch are more valuable to the rank and file of librarians great and small than the continued stress of being "read aloud to" hour after hour through almost the round twenty-four.

It is to be hoped that this year one period a day will be free from meetings. Although this was the plan for last year, the enthusiasm of some of the members who might be called "organizationists" frustrated it by running in one and another sessions of special meetings, at which they insisted on having present the very persons who ought to have had the free time.

Many of the organizationists have no grasp of the idea back of the proposed

free period. At least, at the Saratoga Springs meeting, round-tables, hold-over sessions, called meetings, etc., etc., encroached even on accepted table manners! To be sure, a small part of the intention of the program makers was carried out but only to such an extent as to whet the appetite for a more faithful adherence to the purposes of a meeting of librarians.

Now, since the 1925 meeting will doubtless include many who have not been regular in attendance at A. L. A. conferences, it is to be devoutly hoped that those who are happiest in planning programs for special meetings may be brought to bay or at least held off in some fashion from imposing on the good nature of this one, that one and the other one whom many of those who are in attendance at the conference would like to see face to face or hear talk as one human being to another, getting much more from it than from an erudite lecture from the platform.

The majority of librarians really do not have the disposition of children, that something must be doing every minute to keep them satisfied, and it is not fair to

anybody concerned, not even to the persons who are the cause of it, to plan every minute for a platform program or even a round-table conference. It shuts off from too many the opportunity to converse with, hear talk face to face, the ones who are really able to help instruct.

In contemplation, one can scarcely help wishing that there was some real authority to shut down on so many meetings. Even the celebrated dinners are not largely conducive to social well-being, neither do they give opportunity for the younger members to become acquainted with the older ones, since the best one can do is to touch the two or three nearby guests. The opportunity to choose a companion in conversation is something that is approved beyond one's power to express. Every year there are far too many who say, "I wanted to see Miss Smith but she was always occupied." "I wanted to ask Mr Jones so and so, but I couldn't get at him." "I didn't know Miss Brown was there until the meeting was over."

So here is a plea to chairmen, but most specially to chairwomen, "leaders" and all the other dignitaries who have been responsible for so much organized discussion at A. L. A. conferences to slacken their zeal for this year, at least. The statement may be ventured that they will please more people better if the formal

meetings are notable for their absence. They themselves will become physically, mentally and perhaps spiritually stronger for having desisted for one week from driving. Librarians of all persons, even more than teachers, need to realize that the whole world will not be educated in their day and time, and it will be better educated if they come to their task of enlightenment more rested, more poised and more deliberate than is the case at present.

It is to be remembered that the Pacific Northwest, as indeed, the whole Pacific coast, has much to give to Eastern librarians since in many instances they have gone beyond some of the endeavors of the older communities. No program can be so helpful in many instances as to hear these people talk about these things or, indeed, talk about anything through which their personality and spiritual power as individuals may be better understood than would be the case in hearing other persons or any one else talk in a formal way from the platform.

While one would hardly dare say all this directly to the program committee, if, indeed, one were allowed to do so, here's hoping that those responsible for the mad rush of meetings, sessions, various round-tables and dinners will read, ponder and inwardly digest the thoughts contained in this dissertation.

Trust Fund Board for Library of Congress

THE favorable report on a bill (H. R. 12125) introduced into Congress to create a Library of Congress Trust Fund board offers possibilities of much good to the library in the years to come if the bill becomes a law.

While the Library of Congress has received many invaluable gifts, rare,

precious and unique, there has never been just the privileges that were appropriate and that would lead to consideration of making the library a legatee in many instances where it might have been. As is pointed out in the bill creating the Trust Fund board for the Library of Congress, the legitimate, helpful undertakings which

the Library of Congress may promote under its provisions would be incalculable.

The purpose of this bill is to provide an orderly and safe way by which the Library of Congress may profit by money gifts and bequests. The results may be additions to collections or applied to uses of research and in every way be markedly advantageous to the library.

The closing words of the committee's report favoring the bill are notable both for their scope and definiteness:

The board shall have perpetual succession, with the usual powers and obligations of a trustee, as herein limited, including the power to sell, in respect of all property, moneys or securities which shall be conveyed, transferred, assigned, bequeathed, delivered or paid over to it for the purposes above specified.

Felicitations are in order.

Making American Copyright History

THE A. L. A. committee on book-buying made a presentation on the copyright question relating to the Solberg bill (H. R. 11258) before the House committee on patents, February 10. The presentation which was, in a way, a rebuttal statement for the American Library Association and 13 other organizations whom he represented, was made by Dr M. L. Raney, chairman of the A. L. A. committee on book-buying.

Dr Raney traced the history of copyright in the United States from the earliest time down to the present, followed the claims and counter-claims of those opposed to the particular part which referred to the ownership of copyright, in general stressed the strong points of the Solberg copyright bill and called attention to the exceptions which have been taken to its provisions by other persons.

The presentation was quite lengthy and included a letter of protest from H. C. Wellman, a member of the committee, setting out the difficulty that might arise with regard to understandings now pending relating to the privileges of the United States, Canada and England. The presentation also contained a letter from Sir Frederick G. Kenyon of the British museum, London, setting out his belief, also, that entanglements would result by the

new law. The presentation closes with a letter from the Director of the Copyright Union, Central office, issued by the editor of the official organ of that body, pointing out the difficulty which special ownership of copyright would entail, etc., etc. The presentation is not obtainable at this time and the matter has not been finally passed upon at the time of writing.

It would seem that the matter of copyright might be settled on an equitable business basis as other questions of like import are handled. The principal thing that American libraries need to be concerned with is that justice is rendered to everybody and that personal advantages or disadvantages as a whole are not overvalued in arriving at a conclusion.

One not a librarian, who saw the document presented by Dr Raney, said it was the most complete setting forth of the philosophy of the American copyright problem, the soundest of reasoning on it and most logical conclusions regarding the whole matter that was ever placed in evidence on a matter of such general interest. It was advised that it be put in print for future use in other cases of legislative presentations. Is not this a matter that the Publication committee of A. L. A. might well consider as one of its opportunities of service?

Steps Toward Certification

There has been received from the University of the State of New York a set of examination questions in literature and general information for library worker's certificate.

Those who have little or no interest in the subjects covered by these questions might have some difficulty in giving correct answers to them and making a "possible total of 100 credits." But the questions are of such a nature that one would be justified in saying that an applicant who could not receive 75 credits, the number required to pass the examination, is not suitable material for library service. For instance, the second question asks for the authors of 10 books which any high-school graduate should know. The ordinary individual whom one meets on every corner with his head buried in the daily newspaper could not have escaped a "discussion of Japanese exclusion from the United States as provided in the recent Immigration act," and if he has read nothing else on the subject in addition to the newspapers, then he is beyond the pale for preparation for librarianship! No hard task ought it to be to "name four notable men of the nineteenth century"! The names of prominent persons of the world—Grenfell, Saint-Gaudens, Hamilton, Amundsen, and others whose names suggest achievements and who themselves belong to the book world of almost anyone who reads, "the results of the last elections in three prominent countries," ought to be known by anyone who essays to be a librarian.

One concludes in looking over the list of questions for library worker's certificate, that there is nothing there that should keep any one at all prepared from being licensed as a librarian by the State of New York.

A Well-Earned Vacation

The many friends of Dr Harry Lyman Koopman, librarian, Brown university, Providence, R. I., will rejoice with him at the bright outlook which he has for the first sabbatical year he has taken for some time. Dr Koopman, accompanied by

Mrs Koopman, left Providence early in February on a trip around the borders of the United States which will not end until next September. After going down the Atlantic coast to Florida, stopping at Baltimore, Washington, Athens, Ga., and Jacksonville, they will journey to New Orleans, visiting friends, libraries and literary shrines. From there, they will make the trip to Los Angeles via the Grand Canyon, remaining in Los Angeles from April through June. Dr Koopman will attend the A. L. A. conference in Seattle, Wash., and join the post-conference party to Alaska. Then he and Mrs Koopman will start east through the Canadian Rockies, stopping off at Chicago and Niagara Falls, then verging to Quebec and Montreal, proceeding to Portland, Me., returning to Providence in time for the opening of the college in September.

PUBLIC LIBRARIES joins the multitude of Dr Koopman's friends in wishing him and Mrs Koopman every pleasure that can possibly be crowded in and remain a pleasure, with a safe and comfortable journey all around and back home.

The Union List of Periodicals

One of the bibliographic tools which librarians in charge of reference collections have long wanted is about to appear, according to a recent report from the committee on the Union list of periodicals published in United States and Canada. (*See p. 143.*)

The appearance of the first number of the provisional edition of the Union list is an event of importance in the bibliographical world. It means much in itself and it means also that libraries now have a chance of adjusting their files to meet the needs of the community rather than of the particular institution. This is the first time in the history of this country, at least, that such a possibility has been open.

The American Library Institute, for a long time, stressed the value of some central source of information concerning the extent and location of standard periodicals. The same need has been

voiced in A. L. A. conferences and committees have been appointed at various times to consider plans and provisions for meeting what is a real need.

The report by the committee sets out the progress of the work in its hands and those who are deeply interested will be glad to see this first tangible evidence of progress in what is believed to be a bibliographical enterprise of real moment.

Library Reports in Newspapers

The annual report of the Public library, Sioux City, Iowa, is again presented in the city's two daily papers, a full page in each being used. The library pays for one-half the page at the regular advertising rates and the paper donates the other half, the library furnishing the material presented. The expense of presenting its report in this way costs the library \$130 for each paper. The librarian, C. W. Sumner, in speaking of the matter, estimates that 150,000 people in Sioux City and surrounding territory are reached in this way. He is convinced that by this method, the annual report of the library reaches the mass of the people while the usual pamphlet report reaches a very limited number and, for the most part, those who are already familiar with the work of the library.

While the substance of the report, of course, is the same in both papers, it is interesting to observe the way it is handled by each. In both cases, the article on the library is illustrated. Both use interior views of the library, though different, and both use exterior views of branches, also different. One paper carries an extremely good picture of an unusually intelligent looking library board flanked by a picture of the librarian. Each paper takes the salient point in the librarian's report and plays it up popularly in a sort of editorial comment in a particular place in the page. The legends are in newspaper style and as such, appeal to the general reader.

This plan of presenting the library report has much to commend it and it is interesting to notice its increasing use particularly in smaller cities.

Of course a report presented to the public in this fashion is of a different color from that which is ordinarily presented to the board of trustees. And therein lies an added interest and consequent power.

Moving Up and On

The many friends of The Baker & Taylor Company, which for 10 years has been at 354 Fourth avenue, New York, will be interested to know that the firm is now occupying its new location, 55 Fifth avenue at Twelfth street. Notice of removal calls attention to the fact that The Baker & Taylor Company, which dates from 1830, now takes its place upon a thoroughfare exactly six years older than itself, Fifth avenue's hundredth anniversary having occurred in 1924. Both have followed the fortunes of the rising city through the better part of a century.

The district is rich in literary lore. The roll of famous writers who have held court in its stately homes is too long to chronicle. Many of the ancient landmarks remain and within a short distance may be seen signs of names famous in New York's history.

The new quarters at 55 Fifth avenue provide the firm with all the up-to-date facilities of a thoroughly modern business structure. The building is 18 stories high with extra large electric elevators. The ceilings are unusually high and the lighting is good. Tenancies are almost entirely restricted to publishers and insurance companies. The firm has a 25 per cent increase in floor space, apportioned about equally in the various departments. The fourth floor is used as a stock room, while the third floor is given over to the distribution of staff and equipment.

Transportation is at hand through all facilities—buses, subways, elevated and tunnel trains and surface lines are all within hailing distance. Proximity to the leading publishers continues, as before, to be an important feature. In the immediate neighborhood are the Macmillan Company, Longmans, Green & Company,

the New York office of Ginn & Company, and nearby transit lines place neighboring publishing houses in reach.

Librarians will find, at the new quarters, the same courteous treatment and attention to their wants that were characteristic of The Baker & Taylor Company in the old location.

Safety Device

In view of the fact that all dictionaries are receiving specially hard usage at this time, librarians and others will welcome with joy the new revolving dictionary stand offered by the H. R. Hunting Company, Springfield, Mass. The revolving character of the stand prevents the necessity of handling anything more than the leaves of the dictionary. In a recent communication, Mr Hunting suggests that the covers of the dictionary may be screwed firmly to the stand so that the dictionary may not be removed from the stand or closed. Leaving the dictionary open results in more even wear throughout the book. This is a most economical treatment for a volume which receives the tremendous wear that all dictionaries receive in this cross-word puzzle era.

The saving in physical and mental energy of those who have revolving dictionary stands and reinforced dictionaries is of so great value that one is warranted in facing the commercial taint, of which librarians are so much afraid at this time, in saying that from personal experience this is a combination that gives the greatest satisfaction.

Change in Position

Miss Zana K. Miller, who for the past six years has been connected with Library Bureau, resigned her position the first of the year to return to active library work. Speaking of the change, Miss Miller says:

One grows rusty sitting at a desk for six years and I want the active work again. I have never enjoyed living in large cities and I find that I like to actually do the thing much better than to talk or write about it. However, the experience I had at L. B. will always be very useful. It was profitable in many ways. . . .

It will not hurt me to have a new experience. The decided change in work, climate and living conditions has already done me a world of good. A week has already worked wonders in my physical make-up.

The country is lovely even in the dead of winter, and "If winter comes," you know what happens with the spring—it will soon be here. I have been absolutely homesick for trees, grass and the big out-of-doors which seem so far away in a great city like New York.

Miss Miller succeeds Miss Helen Russell as librarian of Chazy Central rural school, Chazy, N. Y. Miss Russell resigned to take an extended western trip with her family.

Miss Miller was managing editor of PUBLIC LIBRARIES during the period, December 1918-July 1919, during which time she earned the lasting regard and appreciation of the management.

The Research bureau, conducted by *Les Compagnons de l'Intelligence*, 22, Rue Soufflot, Paris (5e), is an organization "at the disposal of those who cannot pursue research in France personally and wish to have it conscientiously done for them by experts" at a reasonable and fair fee. Correspondence may be addressed to the bureau in either French or English.

The American University Union, 173, Boulevard Saint Germain, Paris (6e), recommends the bureau very highly and will be happy, on request, to give information regarding it.

Dr Frederick P. Keppel, president of the Carnegie Corporation, New York, attended the meeting of the Association of American college faculties which held its eleventh annual assembly in Chicago recently. Dr Keppel is reported in *Time* as becoming a bit oppressed by the heavy atmosphere of the group of serious educators and to have delivered the following:

Imagine a group of librarians or college professors or presidents here spontaneously bursting into song or dancing, or both. Yet that is just what we need to break through our self-consciousness and our patterns of convention. This is fundamentally what the arts are for in our lives. It's as true today and here in this land of freedom as it was when Plato taught it in Greece.

Contents of A. L. A. Proceedings

The official publications of the A. L. A., *Papers and Proceedings of the Saratoga Springs Conference* and *A. L. A. Handbook, 1924*, have been received. Papers and proceedings of the Saratoga Springs conference form an addenda to *Bulletin No. 4*.

The first portion of the volume is taken up with the general trend of the proceedings—those bits of brilliancy where the president introduced with apt speech those who were to make the formal addresses; where the appointment of committees assured the waiting audience as to the manner in which the business of the meeting would be cared for.

Such pleasant occasions as presenting tokens of esteem to distinguished members of the association; where vice-presidents are allowed to come to the front and show their ability or inaptness to succeed their chiefs; where official reports, some times read by title, are voted to be received and incorporated in the proceedings; where the necrology is presented and gives the audience an opportunity to stand for a moment in silence as a mark of respect; where, for a number of years, constitutional amendments and discussions enliven the occasion; where the results of elections on which the membership has been pondering for some time are announced; where it has become a much anticipated occurrence for Mr R. R. Bowker, the veteran editor of the *Library Journal* to felicitate the librarians and the library craft on those things which have met his approval during the intervening period since the last time, and where the momentous occasion of presenting the newly elected president cheers the hearts of his supporters and wipes away the last vestige of disappointment among those who would have chosen otherwise.

All of this and more, presented in a very concise but attractive fashion, makes up the first part of *Proceedings*. Papers presented at the general sessions follow *Proceedings*, leading off with the president's address, Sticking to our last, which contains much sound doctrine, notwithstanding which, ever and again, the li-

brarian is to be seen carrying a local burden of the community which belongs to somebody else more adequate to carry it, but failing to recognize it, and which is carried just the same to an effective point by the local librarian who would rather do it herself than endure the process of waking up the one who is asleep. And so on through the various reports and papers, which are accepted for printing, having been read by title.

The condensed reports of the affiliated associations appear, followed by attendance summaries and register, all of which offers occasion for a thrill or a sigh to those who have pride in their personal support of the annual conferences.

Altogether, *Papers and Proceedings of the Saratoga Springs Conference, 1924*, is recommended as a very interesting resumé of the important things that were said and done at the meeting and is especially commended to those who did not attend the sessions "because they could read all about the proceedings afterwards."

Record of Newark, N. J.

A review of recorded work in the Public library, Newark, N. J., shows the indomitable spirit and never ending first line of youth.

Does one make a survey? The Public library of Newark, N. J., made a survey a long time ago. Does one publish an unusual report? The Public library of Newark, N. J., had already scattered a similar report broadcast before anyone else was aware of the necessity of it. Does one undertake to do a piece of technical reference work? The Public library of Newark, N. J., had accomplished much in this line years before. The business branch of the Newark library was a hoary institution at the birth of any other idea on the subject. These are a few of its accomplishments.

The book world has been much exercised in the last two years with regard to the scope of knowledge in geology, sociology, mineralogy, theology and genealogy touching the life of one Tutankhamen

who seemed to bring to life new and unheard of ideas relating to all the then known world.

Now comes the Public library of Newark, N. J., with an account of a recent party given for a tablet which entered its portals and which has to its credit "a term of years so far in excess of the Biblical three score and ten that it would take the recording angel the better part of an afternoon merely to mark down his excess years." The oldest resident of the Public library is a cuneiform tablet, one of the smallest ever found, dating from 2275 B. C., and is a receipt for two animals slaughtered and delivered to the temple of Draham in Southern Babylonia. And before Tunkhamen lived, the tablet at the Newark Public library had existed 1000 years!

If—

If you can keep your head when all about you
Are losing cards and skates and wailing thus
to you,

If you can charge fines when all men doubt
you,

And keep a smiling face when they are
growing, too;

If you can rush and not be tired by rushing,
Or reading C. R. books, not become a child,

Or being firm not give way to scolding,
And still don't look too prim, nor yet too
wild—

If you can tell stories—and not be called a liar,

If you can teach—and get an interested look,

If you can meet with solicitor and buyer
And tell the nuisances you have a book;

If you can see the books you've mended

Or the tags and pockets lately pasted

All fall to pieces as if witches wended

To the shelves and there the wreckage
hasted—

If you can talk to mother's clubs and convince
them

That an old maid knows whereof she speaks,

If you can find a book for fond parents' little
gem

Who reads beyond her years and Billy
Whiskers seeks;

If you can keep a sense of humor when little
ruffians start to fight,

And washing dirty hands to you is ever-
lasting fun,

If you can smile at patrons who make you
hunt a book for spite—

Come to our department, and be a children's
librarian.

Death's Toll

The recent death of Prof Richard A. Rice, chief of the Division of prints, Library of Congress, removes one who was not only an honor to the library profession but who, in the valuable service which he rendered those interested in prints and books on the fine arts, was a valuable member of the national library staff.

Prof Rice was essentially a scholar, one of the few who, after his graduation from Yale in 1868, remained a student to the end. The professor of modern languages and literature in the University of Vermont and afterwards at Williams college, later professor of history, and finally, of the history of art and civilization, in 1883, he was the recipient of an honorary M. A. from Williams college. On his retirement from Williams, in 1911, he went to Washington where his interest in art found much opportunity in developing the collection of prints and books on the fine arts of the Library of Congress, with the head of which, A. J. Parsons, he had already formed a close attachment and to whom he had lent valuable and extensive counsel. In 1912, because of ill health, Mr Parsons was forced to resign and Prof Rice became chief of the division, in which position he remained until his death.

In speaking of Prof Rice, Dr Herbert Putnam, librarian of Congress, says:

Not a narrow specialist but with an unusual breadth of general culture, his knowledge of art, of its history, technique, processes and various forms of expression was extraordinary. It was due not merely to lengthy and elaborate studies, but constant travel and observation, and familiarity with museums and galleries. It extended to the commercial values of prints or other works of art—including books—as to which his memory and the certainty of his information was a constant surprise to dealers, a great safeguard to the library, and a frequent benefit to owners of material who sought his judgment and counsel. He was, in fact, an outstanding authority. And he was always a prompt and generous one.

Born in 1846, he was nearing his seventy-ninth year, but with no apparent impairment of his faculties or diminution of his interest in this service to the public.

The like of Dr Rice are too few in public service today and to aspire worthily thereto is honorable.

As It Was in the Beginning

A place of honor in the Librarian's Hall of Fame, reserved for himself, might perhaps have been conceivable to Mr Crunden, but he could scarcely have viewed his closing work and that of certain contemporaries as a definite completion of a chapter in the progress of the free library.

However, difficult as it is to draw an arbitrary line in the development of any social or educational movement, the time of Mr Crunden's retirement and the passing of other prominent associates is easily distinguishable as a point of separation between the hard-struggle period (in St. Louis, the pioneer period) and the floodtime of success which followed, so conspicuous for the extensive business management of large city library systems and a general public, matter-of-fact acceptance of them as a variety of public utility.

Frederick Morgan Crunden was born at Gravesend, England, September 1, 1847, but came to St. Louis when a child, graduated from the high school in 1865, and was valedictorian of his class. Having won a scholarship, he entered Washington university, working during vacation periods to support himself since his father was not living. He graduated in 1868, taught in Smith academy and later held the position of principal in the Jefferson and Benton public schools of St. Louis. Leaving the latter school, he became instructor in mathematics and elocution and afterwards professor of elocution at Washington university, during which time he received his master's degree. In January, 1877, when it boasted of but 39,275 volumes, he became librarian of the St. Louis Public School library which, through his untiring efforts, developed into a free public library in 1893.

Judging from the comment in *Library Journal*, 1877, (1:221), the newly formed American Library Association looked askance upon the appointment of a young man, inexperienced in library affairs and unknown to them, to the headship of a library in the leading city of the west at that time. To Mr Crunden's credit it

should be noted that he at once entered into the activities of the association, won the devoted friendship and respect of these critics and was chosen president of the association in 1889—within 12 years of the date of his entrance into the library profession.

The records of Mr Crunden's services in connection with the American Library Association are easily accessible in the proceedings of that association; his numerous writings upon library matters are scattered through the professional journals; his personality is vividly written upon the memories of all of his living associates throughout America and Europe. There are, however, memories in the minds and hearts of those who saw him intimately, day after day, and year after year, and who would testify lovingly, after 15 years of separation, to the memory of an educational prophet who was honored in his own city.

No man ever more conscientiously conserved the people's money. The habits of cheerful economy he inculcated in the members of his staff were so firmly rooted that no one of those assistants may to this day discard a slip of paper unmindful of it. For 30 years he struggled with a very limited appropriation and against obstacles that seemed insurmountable—never for a moment showing discouragement, if he felt it, making the most of every resource, everywhere showing absolute faith in the institution he represented.

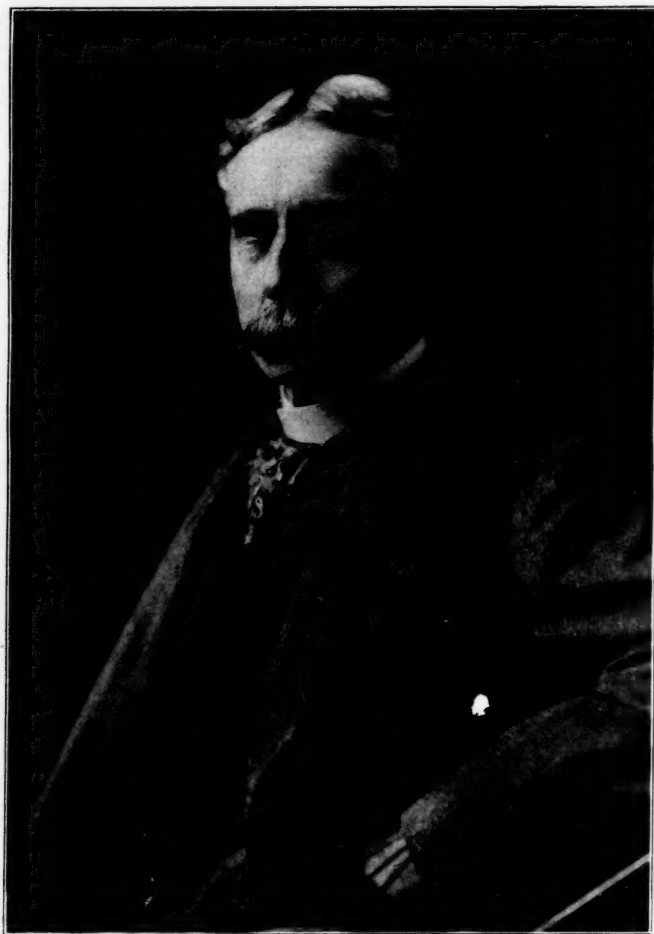
Mr Sam Walter Foss might well have had in mind such a "head librarian" as Mr Crunden when he graphically pictured him as—

Trying to expend a dollar when he only has
a dime;
Tailoring appropriations—and how deftly he
succeeds,
Fitting his poor thousand dollars to his
million dollar needs.

Casual interviews with a few library assistants of the St. Louis public library who worked under Mr Crunden everywhere evoked practically the same recollections and they were expressed with but slight variation. "He had the ability to inspire belief in the library—he was interested in us." One, whose acquaint-

ance with Mr Crunden was limited to a short period of years while he was serving in the capacity of a page, said that to the young boys Mr Crunden gave the impression of an austere man who con-

independent investigation, he stimulated him further with the admonition that what he got out of books by self effort was by far better than anything a university could impart.



Frederick M. Crunden, 1847-1911

stantly surprised them by acts of kindness and evidences of great concern for their personal welfare. He interested the boys in librarianship; he encouraged them to read and to study, and, when by chance he discovered one of them making an

Another recalls that whenever Mr Crunden met one of the boys, whether the encounter chanced to be daily or weekly, he would ask, "What are you reading?" Periodically he conducted examinations to mark the progress of the

boys, at which time they were required to name authors and titles of books, the best books upon many subjects, to answer questions in history and biography. These boys were also urged to study languages while they were young and could remember what they learned. He drew these youths into a class for the study of Shakespeare under his own guidance and also suggested their attending one conducted by Miss Sula Wagner upon the history of printing.

To quote Mr Crunden himself: "On two occasions I gave to five pages, averaging the first time about 16 and the second 17 years of age, the same examination given to candidates for apprenticeship who averaged, probably, 22 years of age, with the result that the boys came out ahead by 15 per cent. This means that the reading and study done by the boys during two years in the library had given them a better knowledge of history and literature and more general information than was possessed by the candidates for apprenticeship with the advantages of seniority in years and four more years of schooling."

Mr Crunden would doubtless be heartily in sympathy with the ideas recently advanced by Dr Alexander Meiklejohn when he was referring to the present lecture system in colleges and quoted by a newspaper thus: "Giving the American youth knowledge has proved a fizzle. We must stop trying to instruct him by this highly mechanical process. Such a process has created a college graduate who does not read to find out what he wants. He asks someone who knows. The professor does the reading for him—the student must learn to read and think."

Mr Crunden always took pains to speak to each member of his staff, in fact he seemed to desire to be in personal touch with every one. It is needless to say that he inspired great respect, and the younger members in some measure stood in awe of him in spite of his evident interest in them.

He loved to have "spreads" in his office and now and again all who claimed membership in the library family, from

department heads to young pages, would be summoned during the noon hours to share in a feast of sandwiches and ice cream provided by the librarian and presided over by Mrs Crunden and himself. At other times the entire body of assistants was invited to the Crunden home for a social evening and they welcomed an enlivening or appropriate game if it would tend to unify the discrepant ages and elements in the gatherings.

Mr and Mrs Crunden were especially interested in amateur dramatics and both were gifted readers. This led, in the course of Mr Crunden's efforts to foster the intellectual growth of his library assistants, to the assembling of a group, as previously noted, to read aloud the plays of Shakespeare. These meetings were held in the librarian's office and Mr Crunden's enthusiastic appreciation of the selected play safely secured the study from any stamp of pedagogy.

Mr Crunden was particularly quick in his motions—he had a habit of going up stairs two steps at a time, then from an upper vantage point he would turn and smile back upon the more tortoise like member of his staff whom he had passed upon the stairway.

The hours of service in the earlier years were very long and at intervals this working day was shortened. On one of these occasions, when the new working schedule was being inaugurated, to the exceeding joy of the staff, Mr Crunden passed the door of the cataloging department at the close of the day and observed the assistants absorbed in their work at the old schedule. He paused, looked puzzled and remarked, "I thought you wanted shorter hours." The reply came, "Yes; now that we know we can go, we don't mind staying." Mr Crunden laughingly commented upon this as a typical stripe of human nature and one with which he had some personal sympathy. He was a hard and tireless worker himself, expected conscientious work from others and rarely failed to get it. The staff accepted their responsibility for the good name of the library, and to the extent of their ability shared the ideals of the librarian; if they feared his criticism

at all, it was lest some act toward the public should be construed by him as a discourtesy.

But we come to one other personal touch which more than any other will be remembered by the older assistants—the many Christmas eves and the New Year's eves when Mr Crunden, without failure, sought and shook hands with each and every member of his staff as he was leaving the library, and, with the utmost kindness and sincerity, voiced a greeting appropriate to the occasion.

Again and consistently, as if wishing to give a last and incontrovertible proof of his loyalty to his staff, a group of assistants who had long shared his enthusiasm and his ambitions for the library were remembered in his will.

Mr Crunden was what may be truly called a charming man and it should be remarked that his ability to arouse enthusiasm in others extended far beyond the members of his staff—it was felt by all who came in contact with him; members of library boards from small cities came to him again and again to urge him to present the library cause to the citizens of their respective towns—to give advice as to the conduct of financial campaigns and the general management of their libraries. This confidence in him could be traced not merely to his culture, but to his absolute (genuine not affected) belief in the work itself and in the latent influence of books throughout the community. The "people's university" became his frequent appellation for the library.

In the immediate community, his interest extended in various ways. He was a member of the University club, several social and business associations, historical societies, the McCullough dramatic club, the Single Tax league, and a member of the board of directors of the *National Single Taxer*. In his efforts to take the library into the schools in the early days, he would personally visit them, talk to the children about the library and read aloud to them from some book carefully brought with that intention. The children's section of the library contained a large number of books, well selected, but there was no children's librarian until

1893, when the library ceased to be a part of the public school system and became a free city institution.

Naturally, in view of the large German population of St. Louis at that time, a good collection of German books was required, and it was an evidence of the broad scholarship of Mr Crunden that this collection embodied the fundamentals and the classics. The cultured Germans of the city considered it a surprisingly well selected library.

In general, it might be observed that special emphasis was always laid by Mr Crunden upon the division of political and social science, partly due to his active association with the advocates of single tax, still he was particularly interested in strengthening the drama and belles-lettres sections.

He was constantly employed in perfecting the organization of the American Library Association; in fact, was as much interested in the association as he was in his own library, and again he was deeply appreciative of the work of other librarians.

"How things are done in one American library," a series of articles by Mr Crunden, published in *The Library* during 1900 and 1901, setting forth the methods of the St. Louis public library, was a forerunner of a number of technical books treating of the management of libraries as a whole.

The patient acceptance of the death of his only child and the illness which barred him from the enjoyment of the new library building for which he had worked during the many years of his librarianship, the kindly spirit toward a new administration, were characteristic of the man. The impetus of his life may be expressed in his own words: "And we librarians should congratulate ourselves that we are thus engaged in the highest work that falls to the lot of man to do."

The perfect tribute was one given by Mr John F. Lee, upon the occasion of the opening of the new Public Library building in St. Louis, January 6, 1912. Mr Lee is vice-president of the Board of directors and was for years a personal friend. A portion of this address fol-

lows—a resumé of Mr Crunden's work in behalf of the library. No words could more adequately express the marked achievements and the hidden pathos in his service for St. Louis.

When he began his library work it was not the sentiment of a majority of our citizens that a library filled a public want or met a public duty. He set himself to work to build up the sentiment in its favor, which is so overwhelming today.

He started the project of divorcing the public library from the public school and giving to the library a governing board of its own. He first suggested the application to Mr Carnegie, which resulted in that philanthropist's contributing nearly one-third of the cost of this building, and the total cost of all of our branch libraries in operation today. He first advocated the levying of the tax by which St. Louis now supports her libraries, and when the site upon which we now are was covered with the Exposition building, then successfully conducted, he announced this as the place where at some future day this great Central Library building would be placed.

In fact, during the more than 32 years for which he was librarian, he was the life, the soul and center of every great advance it made.

When the time came to prepare for the erection of this building and to determine what it ought to be, the board applied to him to report as to the library's requirements. His report was submitted and accepted.

Very shortly after, Mr Crunden's illness came upon him and for a time the light of his mind went out.

Then a year passed during which arrangements were perfected for the competition among the architects, plans were handed in and the time to choose between the plans arrived. The nature of his illness had baffled the skill of the ablest physicians, and none of them had held out any hope that his condition would ever be better than it was. Yet, as the time for deciding upon the plans arrived, he grew stronger, his mind cleared, and upon the day the award was to be made, he came back to his old office, his intellect as clear as ever it had been.

I shall never forget the eager interest with which he went from plan to plan as the plans hung upon the wall, and when he came to that in which the genius of Cass Gilbert had realized more than his fondest hopes, he gazed upon it with face enraptured. A few days later he left the city for the summer and later we were told that he was not so well. The illness came upon him again; the darkness descended, and for nearly three years his mind was a blank.

This building at that time had been completed save for a few points of interior finish, when it was announced that Mr Crunden was growing better a second time. Again the cloud lifted and he was able to appreciate what

had been done during his illness and to rejoice at it, for he saw that St. Louis had a great library building, with six branches scattered over the city, supported by an ample tax.

In other words, the dream that he had dreamed more than a third of a century had come at last.

It was not ordained that he should enter into the promised land. He was never within these walls. He was called to his reward when his work was done, but he fell in the hour of victory.

The Board of directors of the library, sharing the sentiment of the people of St. Louis in regard to his services, has placed over the door of this building, carved in imperishable granite above his name, words from his writings expressing the purposes for which it was erected—not only for the beauty of the language, not only for the truth which it expressed, but also that it should for ages to come be, as far as is permitted, his monument—memorial of his love and services for his fellow men.

This inscription reads as follows:

*The Public Library of the City of St. Louis.
Recorded thought is our chief heritage from
the past, the most lasting legacy we can leave
to the future. Books are the most enduring
monument of man's achievements. Only
through books can civilization become cumulative.*

Frederick M. Crunden

KATHARINE TWINING MOODY
Public library Reference librarian
St. Louis, Mo.

Mr Crunden was one of the projectors of the plan for establishing PUBLIC LIBRARIES, and was on the list of contributing editors who sponsored its work in the first years, one whose support was constant and valuable. His advice and counsel were inestimable in every crisis and on every occasion, and the editor felt keenly the loss of his help when he was taken. (See PUBLIC LIBRARIES, 16:436-38)—Editor.

A note from R. B. Eleazer, educational director of the Commission on interracial coöperation, states that a file of documents relating to the origin, methods and results of the interracial movement in the South will be sent without charge to any library sending a request for the file to the office of the Commission, 409 Palmer building, Atlanta, Ga. There is today a good deal of interest in this movement. It is being studied abroad, particularly in its bearing on Great Britain's interracial problems, and it would be well for libraries to have authentic data on the subject.

Union List of Periodicals in Libraries of United States and Canada

What was formerly called the National Union list of periodicals has passed through its first stage and is now in its second. Just about a year ago appeared the first issue of what was called the "checking edition." Other issues have followed more or less regularly, and as a result of the checking done on this first edition, the committee has issued the first number of the provisional edition. This incorporates the record of holdings given by the cooperating and checking libraries.

It is certain that changes will occur between the appearance of this provisional edition and the final edition. Libraries now have, for the first time, an opportunity to compare their files with those of their neighbors and to see which files should be strengthened by exchange or purchase. It goes without saying that a few complete files distributed at strategic points throughout the country are infinitely to be preferred to a larger number of broken files distributed by chance.

The committee strongly urges the cooperating libraries to examine their broken files and their collection of duplicates, to see what can be offered to other institutions on exchange account. These exchanges may be either on a priced or piece-for-piece basis. Runs disposed of should be cancelled in the copy of the provisional edition, which is to be returned to the editor as a statement of holdings for the final edition.

C. W. ANDREWS

WILLARD AUSTEN

A. E. BOSTWICK

J. T. GEROULD

H. M. LYDENBERG, Chairman

Printing by the U. S. Government

A recent communication to Congress, from George H. Carter, public printer, calls attention to the appreciable saving that might be made by limiting the lavish free distribution of public documents. Mr Carter states that millions of copies of publications are scattered broadcast every year, many of them serving no use-

ful purpose and going to persons who have no interest in them. He stated that 25,000,000 copies of publications have been practically wasted during the last 10 years, at a cost to the Government of about \$3,000,000.

Among the demands upon the public printer for 1924 were more than a billion and a quarter of printed post cards; 10,000,000 bulletins for the Department of agriculture for distribution among farmers; more than 40,000,000 forms for the soldiers' bonus work; nearly 100,000,000 income blanks for the Treasury department and 20,000,000 premium receipts for the Veterans' bureau. The printing of committee hearings for 1924 cost the Government \$226,530.

Mr Carter urged economy in this particular and also again presented a strong appeal for larger and fireproof quarters.

A New Opportunity for Library of Congress

A recent act of Congress has accepted the proposal of Mrs Frederic Shurtleff Coolidge to furnish funds for an auditorium for chamber music in the Library of Congress, with an endowment for its support.

The Committee on the library has chosen the location in the northwest inner courtyard of the library, and the scheme is for a single-storied rectangular structure across the north end of this, adjacent to the music division. The structure will be in effect an integral part of the building itself and the exterior will conform closely to the style of the walls of the court. The interior will be carefully studied with a view to use, proportions, details and acoustics.

Charles A. Platt, New York, designer of the proposed National gallery of art, will probably be employed as architect.

Mrs Coolidge has formulated a provision in a bond of trust which dedicates certain properties as an additional provision in the nature of an endowment. The income will be available "to aid the music division of the Library of Congress in the development of the study, composition and appreciation of music" by pro-

viding through it for various undertakings. Some of these will be the perpetuation under government auspices and direction of awards for original compositions in chamber music and periodical recitals of special programs, work in which Mrs Coolidge herself has been deeply interested for some years.

The income provided for the purpose will ultimately reach \$25,000 a year. This undertaking by the Library of Congress will emphasize the sort of service to music and the sort of music that characterizes Mrs Coolidge's contributions in the past. While Washington will be the immediate recipient of all these advantages, the proposed activities will have an influence all over country. The recitals need not be limited to Washington. There is also the radio and other ways of reaching out. Mrs Coolidge's intention is that the benefit and impulse shall extend as far as possible throughout the community of composers, artists, teachers, students and lovers of music.

Religious Books and the Library

Year-Round Bookselling News for February gives a hint as to how libraries and book stores may assist in counteracting religious illiteracy:

During Lent exhibits of religious and devotional books might be held in the library and announced through ministers' associations, through church bulletins and through the press. Ministers would welcome regular announcements from the library of important new books in religious fields.

Bookstore windows should feature every Monday morning the books that have been especially recommended by ministers on the preceding day. A pastor's recommendation is the best possible publicity that can be given to books. Booksellers should have on their staff some clerk whose duty is to keep in touch with local ministers, giving them advance announcements of new religious books, and keeping in stock and in a prominent place in the store the books that are being recommended by religious journals and by the churches.

A few suggestions for display and advertising during March and April:

- 1) Bible editions and books about the Bible. Bible dictionaries. Bible stories for children.
- 2) Devotional books (the week before Easter, April 5-12).
- 3) Important religious books of the past five years.

- 4) Religious books recommended by local ministers. (With cards giving names of ministers and churches.)

It goes without saying that personal bias on sectarian lines should be studiously avoided.

Adult Education

In speaking of adult education, M. S. Dudgeon said recently:

The Commission believes that the organized adult education service in libraries might include three activities: 1) A specialized service of advice to readers; 2) information about opportunities for adult education; 3) coöperation with other adult education enterprises.

The service contemplated need not be restricted to the larger libraries. In small libraries this work will be done by the librarian himself or the best qualified assistant.

A librarian qualified to advise readers can render to the individual educational service not otherwise available. That service consists of planning courses on definite subjects for those who wish to read or study independently. It is different from the service of other educational institutions in that it is entirely individual.

Personnel. The first requirement for a readers' advisory service is a specially qualified librarian who will give the requisite time and thought to the service. Besides breadth and depth of knowledge, he must have personality, tact, sympathy and enthusiasm, and an understanding of learning processes comparable to that of the successful teacher.

Organization. The initial task of the adviser is to collect, classify and file copies of reading courses, reading lists, book notes and short bibliographies. To these additions will be made constantly.

Consultations. The adviser will work with readers in unhurried conference. He must be prepared and able to recommend books on the same subject to men and women who differ vastly in ability, education and purpose.

Personal contacts. The librarian will encourage the reader to consult him occasionally regarding his progress and the

suitability of the books recommended. Whenever possible the personal contact once established will be maintained.

Use of specialists. The readers' adviser will find it necessary and will no doubt be able to secure the occasional services of public-spirited local college professors, high-school teachers, clergymen, scientists, industrial specialists, executives and professional men and women generally.

Many good public libraries have organized service for advising the reader.

On Books and Libraries

I'm not a scientific man who reads
Just technical and useful books he needs,
Nor have I such a literary trend
I only take what critics recommend;
I'm not confined to books on What to Be,
Success in Business, or efficiency;
To tour the world just in imagination
Is not my only bookly recreation.
I'm not a Bolsheviki social bum
Who thinks all books but Red ones are just
scum,
And as to all this propaganda stuff,
It's just a beastly bore, I've had enough!
And though I sometimes dab, I do admit,
In history or government a bit,
Or find the lives of great men, brave or wise,
Are just the moment's need that satisfies,
I must confess that when I'm tired, it's
A good detective story that just fits,
Or something wild and western or, perchance,
A sea yarn or historical romance.
I'm not above perusal of the *Post*
And though I do not mean it as a boast,
Still on occasions, not unhappily,
I've really sat and read up poetry!

My point is I'm a common average man
Who reads just what and where and when he
can,
Who likes to go and browse around and look,
And pick from off the shelves the kind of book
Which happens just to suit him and his mood,
And doesn't need to be a mental food,
Who owns few books beside a dictionary,
And that is why he wants his BRANCH
LIBRARY!

R. R.

Inspirational Books

Brooks. Good cheer for a year
Donnelly. Mustard seed
Fosdick. Second mile
Marble. An optimist's year book
Muntsch. Pilgrimage of life
Quayle. The climb to God
Schauffler. Joyful heart
Tileston. Daily strength for daily needs
Van Dyke. Six days of the week
Public Library Bulletin, Worcester, Mass.

Individual Differences¹

The German and English psychologists have made their great contribution through the study of the typical man, the French made theirs through the study of the abnormal man, and the American psychologists, through the study of individual differences.

The difference in individuals increases as we go up the scale in the distinctly human qualities. You are all experienced in reading, yet the fastest reader in this room can probably read at least four times as fast as the slowest and get just as much out of it. Individual differences are enormous. This leads to the problem of selection to which we have given considerable attention in America.

The first place in which American psychologists as a group gave attention to the application of this great American principle of individual differences was in the army during the late war. The army had a practice of selecting recruits whom they knew well and sending them to Camp Vail to take special training. Of those sent to be telegraphers, 40 per cent failed. That is, they could not receive and send 20 words per minute after 10 months of instruction. When a series of psychological tests was made effective and only those who passed the tests were sent, the percentage of failures was reduced to 20 per cent. Moreover, the standard of sending was raised from 20 to 30 words so that this group had to accomplish 50 per cent more, and instead of taking 10 months for the instruction, covered it in 4 months. It is perfectly astounding. What it means can scarcely be imagined.

American psychologists have given much attention to carrying out the principles of individual differences in the selection of freshmen for colleges. In most of the universities and colleges in America mental alertness tests are being given to the freshmen, and have been found to be more prophetic than entrance examinations. It is claimed that they are more prophetic in some localities than the

¹From a talk by President Walter Dill Scott, Northwestern university, at the open meeting of the B. E. L., Chicago, December 31, 1924, on Selection tests.

high-school records. If we combine the mental alertness tests and the record in high school we have a fairly accurate idea as to what one student may do. We know that if they do well in the mental alertness tests their chance of staying in college is four times as great as if they fail.

I became interested 10 or 12 years ago in the selecting of salesmen. One of the large American companies paid me money to help them select salesmen, and after a short time I found that those I helped to select did not remain in the employ of the company. They could sell but would not. I was employed by another company, and I still had the theory that intelligence was important for salesmen. In selecting from a group of 40 applicants one day I gave a certain test. The company was holding a convention at the time and had over 200 salesmen present and the highest paid salesmen in that group stood below the 40 applicants in the test.

In other words, it is not merely personal differences that we need to know about, but also the kind of conditions or qualities needed for particular jobs. I am thinking about librarian tests now. I am fairly sure that in a month or two I could work out a test that would select people who could acquire the clerical proficiencies of the tasks of librarianship and that that test would discriminate fairly well. Those who passed highest would learn fastest. My test might, however, eliminate all the graduate librarians!

The work of the librarian is so manifold. I suppose you are not chiefly the policeman who is guarding public property and yet you have to do that. I suppose you are not primarily the clerk who must keep records with a high degree of accuracy and yet that work must be done. I suppose your chief task is to inspire intellectual interest. It is important that the same person can do all three. It is desirable then in selecting persons for the library school, advanced or otherwise, to have in mind the different functions and we may find that we want different kinds of people for different jobs.

The principle of individual differences is fundamental to all conceptions of the question. I am sure that an information test reveals only part of the desirable qualifications. It may be absolutely essential for some things, but I suspect that if we are going to have an advanced school of librarianship, we must get some test that reveals the capacity to inspire, to lead, to become a great force in the community, and to make the library serve the needs of the community.

American Library Association

The Board of education for librarianship is following the itinerary of the Western library schools which will probably cover the period, February 23-March 9. The visits will be completed with a trip to the University of Wisconsin.

An all day open meeting will be held at the University of California, Berkeley, March 4, at which minimum standards for library schools will be submitted in provisional form for group discussion. Definite information in regard to the time and place of meeting will be furnished on request by Sydney B. Mitchell, chairman, Department of library science, University of California.

The Board will spend the travel days in intensive work on the report which is to be presented to the Council at the Seattle conference. That part of the report relating to simplified standards for library schools again will be presented for preliminary discussion at an open meeting in Chicago in April.

The "tentative program" for the Seattle meeting of the A. L. A. is such in fact as well as in name but the program committee is giving full attention to the matter and the actual program will be presented in full time to prepare for the feast that is to be spread in Seattle, July 6-11.

The present idea is to provide for four general sessions, one devoted to school libraries, one to library extension, another to adult education, and the president's session. A valuable undertaking is the discussion of children's work from the standpoint of library extension.

Formal meetings will begin Monday and conclude Friday evening in order to permit delegates to start Saturday morning on the Alaskan and other post-conference trips.

Ample space within and in the immediate vicinity of the headquarters hotel has been reserved for the meetings. The Olympic hotel is headquarters and there are other good hotels in the city. A list of hotels and rates will be printed in the *A. L. A. Bulletin* for March. Reservations will begin April 1 and all requests should be addressed to Ralph Munn, Public library, Seattle.

All prospective exhibitors should communicate with E. O. Fontaine, A. L. A. headquarters, 86 East Randolph street, Chicago.

The approximate prices for special train travel as given before (*See P. L. 30:22*) will probably be the rates which will prevail next summer. Summer excursion rates to Seattle are good by any route whether delegates go with the special party or not. Stop-overs returning are liberally provided.

Reservations for going with the special party are, as in previous years, in the hands of the various travel secretaries, according to locality, and any inquiries concerning reservations should be addressed to them.

Post-conference parties

Alaska

The Alaska trip is now assured, about 70 already being registered. Others intending to go must notify F. W. Faxon at the earliest possible moment or space on the steamer will not be available.

This never-to-be-forgotten 2000-mile cruise in land-locked waters with mountains on either side is an opportunity that librarians will not have soon again. Glaciers, snow capped mountains, baby icebergs, quaint towns, Totem poles, daylight until long after bed time and many beautiful summer flowers, are some of the attractions, also Alert Bay, Ketchikan, Wrangell, Juneau (Alaska's capital) and Skagway. Cost for the round trip, \$100.

It may be possible to make a two-day excursion inland from Skagway (\$35 extra), which seems so well worth while

that reservations are requested for it. The White Pass and Yukon railway takes a scenic course up over White Pass to the international boundary, thence for 27 miles along the shores of Lake Bennett to Carcross, where transfer to a steamer is made. All the afternoon, the trip leads inland, giving wonderful views of high mountains and the primeval Alaskan interior. Night is spent on this steamer at West Taku Arm, and the trip back to the steamer at Skagway is made the next day.

As accommodations of the Taku Arm steamers are limited and bookings are already coming in for July, immediate reservations must be made with Mr Faxon for this side trip.

Rainier national park

Mt. Rainier is about 90 miles from Seattle, and a post-conference, three-day trip there is planned for those not going to Alaska. The party leaves Seattle, July 11, 7:30 a. m., by train for Ashford, and goes thence by auto-stage into the park to Paradise Inn, high on the side of the wonderful mountain. With the prospect of guidance by a professor of the Department of geology, Washington university, the A. L. A. party will have a most interesting and instructive trip and a fine rest as well. The summer flowers beside the snow banks, the Nisqually glacier and opportunity to climb Mt. Rainier make such a trip alluring.

Total expense from Seattle and return, July 11 (a. m.)-July 14 (p. m.), about \$36. Register as soon as possible for this trip with Charles W. Smith, University of Washington library, Seattle, as the tentative reservations now made must be definitely confirmed that rooms may be had at Paradise Inn.

Summer excursion rates to Seattle are good by any route, whether delegates go with special party or not. Stop-overs returning are liberally provided.

For details and reservations, address nearest members of the Travel committee: F. W. Faxon, 83 Francis street, Back Bay, Mass.; Franklin H. Price, Free library, Philadelphia; John F. Phelan, Public library, Chicago; Charles H. Brown, Iowa State college library, Ames.

The treasurer of the Children's Librarians' section, A. L. A., is reminding those who are interested in its work that dues (50 cents) for 1925 are now payable and should be sent to Miss M. E. Bubb, Public library, Washington, D. C.

The A. L. A. will reprint the Bibliography of vocations for college women (Dunlap and Johnson), now appearing serially in the bi-monthly *News Bulletin* of the Bureau of vocational information, 2 West 43rd Street, New York City, for distribution to libraries if sufficient demand is made to justify the expense.

The A. L. A. has on hands quantities of reading courses on various subjects, among which are House planning, interior decoration and furniture, Journalism, Home economics, Accounting, and Business. These reading courses may be had on application to A. L. A. headquarters, 86 East Randolph Street, Chicago. Prices are to be found in the advertising pages of PUBLIC LIBRARIES.

It is reported that something like 2600 librarians are still working on the questionnaire. The director states that replies from everybody are needed to make the survey fully successful, and that they are needed as promptly as other duties will permit. Those who are still "doing" the questionnaire are asked to look with thoughtfulness on the mad scramble of the daily cross-word puzzle worker for inspiration.

The *A. L. A. Bulletin* for January has been issued. A full report of the Midwinter meetings and a tentative outline of events surrounding the Seattle conference are given, accompanied by a message from the A. L. A. president. Much information is also given concerning the activities of the department of publications of the association, which department is humming with business. Nearly 200 libraries now have standing orders for all A. L. A. publications and orders still continue to come in. A few of the publications of special interest are the following:

County library service, Harriet C. Long, Booklist books, 1924; Viewpoints in modern drama, F. K. W. Drury.

Publications now in preparation but which will not appear immediately are:

A. L. A. catalog; Reading courses; Graded booklist; Cannon's bibliography of library economy; Lowe, Library administration; Roden, Book selection; Wynkoop, American public library movement, and Mudge, Reference work.

Fiftieth Anniversary Committee Meeting

Report of proceedings

A meeting of the Fiftieth Anniversary committee of the A. L. A. was held in Chicago, January 1, with 12 members present at the various meetings.

The A. L. A. catalog for 1926, under the editorship of Isabella M. Cooper, was reported under way. Miss Cooper is attempting to receive comments and suggestions from library representatives, which will be tabulated and on which she will base her action.

The question of international delegates to the anniversary celebration is still in abeyance, with the outcome entirely problematic.

An extensive report presented by J. L. Wheeler, Youngstown, O., with regard to exhibits, submitted three propositions. One was the preparation of an exposition of library work to be placed in the proposed 1926 exposition in Philadelphia. This would be on a large scale and its value would warrant considerable expense. A very elaborate schedule of such an exposition, to cost about \$15,000, was presented by Mr Wheeler for the subcommittee.

The second plan, on a smaller scale, was budgeted for about \$8000. A third plan was also elaborately outlined and consisted of a series of smaller exhibits, traveling to national and state conventions, including library conventions.

The report was received and presented to the Executive committee of the Fiftieth Anniversary committee.

Carl H. Milan, secretary of the A. L. A., in view of the considerable amount of work that would be required in preparing for the 1926 meeting and the importance of it all, suggested that an executive assistant at A. L. A. headquarters or in the chairman's office be appointed.

This was also referred to the Executive committee.

The members of the Executive committee of the Fiftieth Anniversary committee are: Carl B. Roden, Mary Eileen Ahern, C. F. D. Belden, W. W. Bishop, A. E. Bostwick, M. J. Ferguson, H. H. B. Meyer, George B. Utley and Joseph L. Wheeler.

Possibilities for the meeting place for 1926 seemed to gather around Philadelphia or, more likely, Atlantic City, with a Philadelphia day.

Authority was given to appoint an auxiliary committee of not more than five persons to assist in promoting plans for the A. L. A. meeting in 1926.

Illinois Library Association

Schedule of institute meetings

Seven institutes were held during February, all of which were well attended and, as a result, much library spirit for the state is expected. A representative of the Illinois library association was present at each of these meetings, the delegates being Ida F. Wright, Evanston, at Lake Forest; Rena M. Barickman, Joliet, at Elmhurst; Mary Eileen Ahern, editor, PUBLIC LIBRARIES, at Urbana; Belle Steuernagel, Belleville, at Collinsville; Effie Lansden, Cairo, at Benton; Jane Hubbell, Rockford, at Belvidere; George B. Utley, president of the association, Chicago, at Joliet.

Coming institutes, with I. L. A. delegates, are as follows:

Lawrenceville, March 6, Mary J. Booth, Charleston; Peoria, March 12, Nellie E. Parham, Bloomington; Moline, March 13, Anna F. Hoover, Galesburg; Quincy, March 20, Fanny R. Jackson, Macomb; Watseka, March 27, George B. Utley, Chicago.

Polo, April 6, Adah F. Whitcomb, Chicago; Springfield, April 17, Adah Patton, University of Illinois.

The local librarian is the hostess of each meeting.

The programs for the various institutes are based on the following topics:

The book collection

Is the proportion of per cent spent for books increasing?

Books and periodicals versus ephemeral material

Buying to include everyone
No demand because no books
Overcrowded shelves
How to discard

Technical records

Statistics as aid toward standards
Statistics as a measure of service
Non fiction per capita
Counting reference work

Patron and librarian

What has the patron a right to expect of the librarian?
The boy and girl leaving high school
What may parents expect of the library for their children?
Local sources for adult education

Some new aids

Learned, American public library and the diffusion of knowledge
Ward, Publicity for public libraries
Wheeler, Library publicity

Keystone views { Library work, 50 slides
Library and community, 50 slides
Know your own library, in *Illinois Libraries*.

Committees

Legislative committee: M. F. Gallagher, chairman, trustee, Public library, Evanston; Mrs Geo. C. Ashman, trustee, Public library, Peoria; Mrs A. W. Errett, Jr., trustee, Public library, Kewanee; Pearl I. Field, Chicago public library; Effie A. Lansden, Cairo; Elsie McKay, Oak Park; Gertrude Moller, Mt. Vernon; Anna May Price, Springfield; Harry G. Wilson, Chicago.

Publicity committee: Lydia G. Robinson, chairman, Chicago public library; Mary Eileen Ahern, Chicago; Josie Houchens Urbana; Mary J. Booth, Charleston; Nellie E. Parham, Bloomington.

Membership committee: Clara June Hadley, chairman, Decatur; Lillian Kent, Clinton; Grace Murray, Sterling; Ethel F. Edes, La Grange; Lillian M. Guinn, Peoria; Mary Kimble, Newberry library, Chicago; Dorothy Dillon, Chicago public library; Louise B. Krause, H. M. Byllesby Co., Chicago.

Recruiting committee: Alice Williams, chairman, Jacksonville; Louise Singley, Chicago public library; Lucy Williams, Bloomington; Eugenia Allin, Decatur; Rose Mather, Springfield; Ada M. Nelson, Urbana; Rachel Baldwin, Highland Park; Mary B. Day, Chicago.

Plans are being carefully studied, looking forward to a helpful, interesting state meeting at Rockford next October. Those who are interested in having special subjects presented or who wish to hear special speakers are asked to send in suggestions to President Utley. Careful consideration will be given to all such communications.

Library Meetings

Boston—The Special libraries association, Boston, was invited by the Massachusetts library club to join it in its all day midwinter meeting, January 29.

Governor Alvan T. Fuller was introduced by Edward H. Redstone, state librarian and president of the Massachusetts library club. After welcoming the librarians and speaking briefly in appreciation of the fine work done by them for the citizens of the commonwealth, Gov. Fuller introduced Admiral Sims as "one of the great heroes of the navy."

The contrast between the sailors of the days of sailing vessels and the seamen of the present time was vividly drawn by Admiral Sims. He said the sailor as portrayed in Two years before the mast and similar stories no longer exists. Such men were usually illiterate and often spoke no real language but an almost unintelligible mixture of many, yet they were expert sailors. With the passing of sails and sailing vessels their skill was useless and they could not be taught the duties on a modern steam vessel. Today the seamen of the navy and the merchant marine are young men, often from inland states, and preferably with some mechanical experience. These receive technical training to fit them for oilers, boiler-smiths, engineers, gunners, etc.

It is for such men as these that books are collected to continue and extend the service of providing libraries for ships. To show the demand for books and the appreciation of the men, Admiral Sims read brief selections from the many letters which have been received. One sailor offered to "send a taxi, if he could have another box of books for the ship." Their requests ranged from fiction to very technical works and a large number asked for textbooks, thus showing a desire not only for recreational reading but for an opportunity to advance in their particular line. As indicating the progress of the work, he gave statistics of libraries distributed at the port of Boston, which showed that in 1922, 19,000v. were placed on 252 ships; in 1923, 26,000v. on 370 ships and in 1924, 34,000v. on 460 ships.

Mrs Henry Howard, Cleveland, president of the Board of trustees of the American Merchant Marine library association, gave a short history of the work of providing libraries for the sailors. During the war, this work was carried on by the A. L. A., which gave it up in 1921, when the A. M. M. L. A. incorporated to carry on the much needed work.

A round-table on cataloging for medium sized libraries, led by Mrs Frances R. Coe of the State library, followed.

The afternoon session opened with an address by Daniel N. Handy, president of the S. L. A., who spoke on the relation of special and public libraries. Prof Charles T. Copeland of Harvard read a paper on Dickens, followed by selections from Dickens and Kipling.

Dinner was served to 107 members of the two associations. Mr and Mrs John J. Cronan told stories at the evening meeting. A social hour finished the day's program.

Chicago—The February meeting of the Chicago library club was held at the University of Illinois College of Medicine library, February 5.

Sectional round-table conferences were the order of the evening, as follows:

Work with children, chairman, Dorothy C. Hayes, Hinsdale public library.

Gertrude Morse, Evanston public library, opened the meeting with an interesting account of the work done by the Woman's club of Evanston in furthering good reading for children. The club, working in close coöperation with the library, distributes lists of books through the schools and book stores and interests publishers and booksellers in advancing the sale of better types of children's books. Miss Morse spoke of the need to interest the fathers as well as the mothers in their children's reading and in the library.

Valborg Oefstedahl, Henry E. Legler branch, Chicago public library, presented a report of a study of children's clubs, covering various types of clubs, methods of organization, scope and membership.

Reports from different librarians interested in this work, as to its value from a library standpoint, were given.

Agatha Shea, Austin branch, Chicago public library, gave an interesting review of club activities there. During Children's book week, the members of the various clubs put on a successful book pageant which proved to be such an attraction that many of the fathers remained home from work to attend. Miss Shea stated that one of the many advantages derived from club work is the opportunity it gives the librarian of meeting the children's parents and interesting them in the library's needs and aims.

Mrs Adele H. Maze, Oak Park public library, discussed the problems connected with the procuring of better films for children. She gave an interesting account of her own effort in this line and of the methods used in gaining the co-operation of the managers of the local picture houses.

Reference section, chairman, Caroline Elliott, Chicago public library.

The following contributed to the discussion of the question, Relation of the reference department to other departments in a library: Elizabeth M. King, Chicago public library; Flora N. Hay, Evanston public library; Elizabeth B. Wales, Oak Park public library; Wiebe White, Ryerson Art library; William Teal, Cicero public library.

Medical libraries, chairman, Meta M. Loomis, University of Illinois, College of Medicine library.

Besides viewing the new library building of the College of medicine, where the meeting was held, reports were presented from the following institutions which have new homes for their libraries under construction: Rush medical college, Northwestern University medical school and American college of surgeons.

Dr Florence Johnston of the American medical association read an excellent paper on the pernicious advertising put out in the form of medical periodicals which is constantly finding its way into every medical library.

Mrs Harriet Wilson, American medical library association, spoke of the plan

for the coming meeting of the organization. Many of those present expressed the wish that the medical librarians of Chicago might have regular meetings for the discussion of their problems.

Special libraries, chairman, Mary B. Day, National Safety Council.

This group had an unusually successful and interesting round-table. The roll-call showed several new commercial libraries represented. Julia Elliott of The Indexers described the Financial library exhibit which was prepared by Chicago librarians for the fiftieth annual convention of the American Bankers association held in Chicago last September; Robert Usher, John Crerar library, commented on some of the new reference sources helpful to special librarians; Alice Farquhar briefly described the Chicago public library's experiment with adult education, stressing the interest shown by business men in the project, and Edith Mattson of the Commonwealth Edison Company gave some very pertinent and helpful suggestions on the topic, Knowing your organization.

Lending section, chairman, Florence M. Barry, Forest Park public library.

Twenty-one librarians and assistants took part in the discussion. Emily Van Dorn Miller of the *Booklist* led the discussion on New books of interest to librarians. Helpful characteristics of recent books and bibliographies were developed from the discussion. Picture posters presented by Margaret Schneider, Chicago public library, were very interesting. Posters illustrating different points in the technique of poster making were exhibited.

"Helping the public capitalize its leisure—adult education as we find it in the making," was responded to by Ida F. Wright, Evanston public library, who said that the majority of people using the public library are not interested in formal education but rather in following not too definite lines of reading; also, that the public is interested in lists and displays of books, provided they represent varied interests rather than special topics.

Mrs Adele H. Maze, Oak Park public library, in her topic, New methods in circulation, stressed the personal element in dealing with the public, such as addressing patrons by their names, mailing lists of special topics of interest and window displays.

Work with schools, chairman, Orpha Maud Peters, Gary public library.

The program was opened by Antoinette Quinn, Gary public library, who gave a talk on the work done with the foreign and colored children in the Bailey branch library, in the classes which come regularly from the school. Adah Whitcomb, Chicago public library, explained the method of making up school collections, emphasizing the kind and edition of books included. Mrs Ella Saunders, Eckhart Park branch, Chicago public library, described the reference work in that branch, with eighth grade classes. Points of contact with the English department were discussed by Helen L. Butler, Lindblom high-school library. There were many questions and much valuable discussion.

M. LILLIAN RYAN

Pennsylvania—The Pennsylvania library club held a meeting, January 19, at Drexel institute, Philadelphia, with the president, Dr Henry Leffman, in the chair.

Howard L. Hughes, librarian, Free public library, Trenton, N. J., addressed the club on Administrative problems in a medium-sized library. The first problem, according to Mr Hughes, had to do with the choice of books for the library so that collections should be substantial and well-rounded, as well as the best that funds would permit. Books should be chosen with a view to future as well as present use. The selection should be above the general intelligence level of the community. Mr Hughes advocated buying some books which only a few may use but that such books should be especially worth while and for the use of persons of leadership in the community through whom their value would filter to the community at large. He stressed the point that the library should pay particular attention to the community's special

interests and industries. Wants of a specialized nature should be met by borrowing from larger libraries.

Another problem requiring particular attention is the staff of the library. It should contain a variety of knowledge and experience, a variety of ages and tastes, and finally, a variety of interests and aspirations. The educational qualifications of the staff cannot be too high, especially for those members who deal with the public. To these qualifications must be added mental alertness, friendliness, cheerfulness and willingness.

Mr Hughes thinks that the average community is still unaware of the resources and true purpose of its library. He warned against blatant advertising of the library, and emphasized the importance of the library's cooperation with schools, newspapers, teachers, clergymen and others in broadcasting positions. Librarians should join widely in community enterprises and organizations.

Every librarian, according to Mr Hughes, should read Learned's American public library and the diffusion of knowledge, and after that, Robinson's Humanizing of knowledge.

Librarians should encourage occasional summer and extension courses and summer travel.

Mr Hughes' concluding point was that the library's purpose is three-fold—to offer recreation, information and inspiration, and that the inspirational function of library work transcends all others.

A reception tendered by the School of library science followed the program.

Coming meetings

The annual meeting of the Tennessee library association will be held, April 9-10, in Nashville.

The midwinter meeting of the Western Massachusetts library club will be held at the Public library, Holyoke, March 12.

The annual meeting of the Florida library association will be held in the Albertson public library, Orlando, March 12-13.

The Ohio Valley regional group of catalogers will hold its annual meeting in Louisville, Saturday afternoon, April 4,

at the Elks club. Two amendments to the constitution will be brought up at this meeting.

The state library associations of Indiana, Michigan and Ohio will hold a tri-state conference in Fort Wayne, Ind., October 20-23. This will be a notable occasion for Middle-West librarians.

Interesting Things in Print

The *Ontario Library Review* for November, 1924, carried interesting discussions and reports on adult education as it applies to Ontario.

The *Monthly Bulletin* of the St. Louis public library for January carried, on its front cover, New Year's greetings in 16 different languages.

Annie B. Jackson, N. Y. S., '88, recently completed the five-year index for the *Smith Alumnae Quarterly*. This is the third five-year index Miss Jackson (Smith, '82) has made for this quarterly.

Helen M. Ganey is the author of an interesting pamphlet in the *Modern Education Series* issued by the Plymouth Press, Chicago, under the title, the Project method in geography. This contains useful suggestions for school libraries.

It will be a matter of interest to many smaller libraries which have long desired the very useful anthology, *The world's great religious poetry*, by Caroline M. Hill, Ph. D., to learn that the publishers are offering the volume for a limited period for \$2.50 (Macmillan).

A reprint from the January number of the *Monthly Labor Review* (U. S. department of labor) is a list of material relating to federal control of child labor, prepared by Laura A. Thompson, librarian of the U. S. department of labor. The material covers 30 pages.

A catalog of "interesting and valuable books, including books with fore-edge paintings, also several manuscripts of unpublished stories and poems of the highest literary importance," has been issued by W. & G. Foyle, Ltd., London. A section of the catalog is devoted to autograph letters, manuscripts, etc., of famous statesmen, noblemen and authors.

No. 3, v. 1, *Adult Education and the Library*, discusses very clearly organized adult education service in libraries. The Commission on the library and adult education is not yet ready to give definite answers to all questions that come up but this pamphlet makes very clear what can be done and enough of the how to allow any wide-awake library to start in.

Howard S. Leach, librarian, Lehigh university, Bethlehem, Pa., has contributed a bibliography of Woodrow Wilson (corrected and enlarged from the Princeton University bibliographies) to two volumes of the Public papers of Woodrow Wilson, edited by Ray Stannard Baker and William E. Dodd. Four other volumes are planned, covering the period from 1913 to Mr Wilson's death, to which Mr Leach will contribute the bibliography.

A new bulletin issued by the Teachers library, Public library, Kansas City, Mo., under the title, *Professional Progress: Printed Aid for Teachers*, proposes to present to teachers each month lists of books and printed material that definitely refer to their work. V. 1, No. 1, January, notes the following educational books:

Educational sociology; Constructive school discipline; The mind at work; Education and citizenship; Platoon schools.

Suggestions for recreational reading are also given, together with special material for kindergarten and primary grades, with descriptive notes. New reviews of material in periodicals are evaluated and compared. Seven choice current books are named under "recreational reading."

The College of engineering, University of Illinois, has prepared two short yet comprehensive lists of books which it recommends to its students for their guidance in making the most of their reading hours while in college and afterwards. The titles in each list are grouped under key headings which suggest accurately the character of the books.

List I is a carefully selected group of titles from the so-called permanent body of literature with which the engineer must

be well acquainted to hold his proper place among professional associates or to lay claim to the title of a cultured man.

List II contains titles of more modern, more personal, and perhaps more interesting books than those of the first list. They have been produced out of the experience and ideals of mankind.

The books are grouped under attractive captions, among which are, The great game of life; As some have played the game; Ideas that have influenced civilization; The trend of modern thought; The long road of history; Great masterpieces of imaginative literature; Present day problems; The engineer and his work; Science; Biography and travel; Poetry, drama, essays, and Fiction.

Books

A volume of the kind which every popular library has long deserved and for which school libraries specially will have need is the Index to dramatic readings, compiled by Agnes K. Silk and Clara E. Fanning. Both compilers realized, out of their own experience in library service, the many angles from which students, dramatic readers and others start to find material suitable for readings or quotations, and in this compilation have prepared the way for easy findings in the search of anyone. Miss Fanning was at one time editor of the *Book Review Digest* and is also known for her *Debaters' Hand Book on Capital Punishment*. Miss Silk was formerly with the H. W. Wilson Company. Both are now on the staff of the Minneapolis public library.

The foreword states the limit of the inclusion is the volumes of collections suitable for platform readings or other presentation in the 25 volumes issued in the period, 1915-1924. These early volumes, of course, contain much that was printed before the period, so that the choice of material in the Index leaves little to be desired and besides the satisfaction of a good piece of work well done, the compilers may rejoice in the helpfulness of the volume to the members of their craft.

The Index is divided into two sections. The first is arranged alphabetically by author, title, and subject; the second by first lines and refrains. Cross-references are given when necessary but what will cause the busy librarian's heart to leap for joy is the full reference to author, book and page which is given under each entry "in order to save the user's time." There will be more rejoicing when the librarian turns to the heading, *Dialect*, and finds seven pages of it, subdivided into headings for almost every dialect used, from Assyrian and British to Yiddish and Yorkshire. Then there are the six pages for Monologs, divided according to the speaker,—boy, girl, man, woman, etc. There seems to be a poem or selection on almost any subject the dear public is likely to want—actors and actresses, cats, dogs, clerks, fathers and sons, mothers and daughters, spinsters, tombstones, angels, and even the devil himself.

In the second section the refrains will be a pleasant surprise sure to appeal to the librarian, for do not the children always ask for "Van Dyke's poem 'Home again—Home again'!" and only last week a boy wanted "that poem that keeps sayin' 'and shall Trelawney die.'"

The mechanical make-up of the book is excellent with its wide margins, clear type, good paper, and pleasing binding in green cloth and gold lettering.

[Silk, Agnes K., and Fanning, Clara E. Index to dramatic readings. Boston, F. W. Faxon Company, 1925. 303p. (*Useful Reference Series*, No.31) \$5 net.]

L. A. C.

Duffield, D. W. Progressive indexing and filing for schools. Library Bureau, '24. \$1.50.

This book was compiled by one who has had many years of experience in and study of filing and system work and therefore deserves serious consideration.

This octavo of 113 pages may be used not only as a textbook but also as a classroom or laboratory manual. Filing and office records are presented in a general way and include all the recognized standard forms of filing, i.e., Library Bureau, Shaw-Walker, Cameron & Amberg, Yawman & Erbe and Globe-Wernicke. It sets out clearly the integral parts of these

various systems, such as alphabetic, numeric and geographic filing and the various forms of subject classifications. It deals in a very concise way with systems and records used in the modern business organization. One finds stock records, sales records, cross-reference work, charge-out methods and other kindred subjects discussed in a clear and informing style.

The book does not discuss filing as a unit, neither library, bank nor insurance filing, but it elucidates the principles and fundamentals of the general subject. One cannot specialize in any branch of any subject until he has a certain definite knowledge of the subject as a whole so that he can recognize relationships.

While this book was prepared for school or class work, it may be used as a ready reference tool.

Library Schools

The report of the Board of education for librarianship (B. E. L.) as to the scholastic preparation of the students enrolled in 18 library schools, October 1924, states that of a total enrollment of 621, 302 were college graduates; 79 had 3 years of college work; 94, 2 years, and 37, 1 year; 3 had had 3 years of normal school work; 8, 2 years, and 5, 1 year; 93 had had high-school graduate work or its equivalent.

Reduced to per cents, 48 per cent of those enrolled were college graduates; 82 per cent had had at least one year of college work, and only 15 per cent were without credit for a full year of formal education beyond high school.

Carnegie library, Atlanta

The announcement in the February number of PUBLIC LIBRARIES that the library school, Carnegie library of Atlanta, had gone on the graduate basis was premature. The present entrance requirements will obtain for the class of 1926. The change to the graduate basis is under consideration but when the matter is decided an official statement will be given out.

The month of January in the library school was dominated by the Mid-year

examinations held during the week of January 26-31, the second semester's work beginning on February 1 with no intermission. As a contrast to this period of stress the faculty and the staff of the Carnegie library gave for the class a Valentine party on "Friday, the 13th."

The past few months have brought the following changes of position among the graduates:

Elizabeth McCarrick, '23, from assistant in the children's department of the Riverside branch of the New York public library to children's librarian at the Webster branch. Frances Newman, '12, appointed librarian in the Georgia school of technology in Atlanta. Miss Newman had not been in library work since the spring of 1923. Annie Rhymer, '14, from assistant librarian to librarian of the Fordham branch of the New York public library. Vera Walton, '21, from reference librarian of the Savannah public library to assistant in charge of the Agricultural College collection of the University of Tennessee at Knoxville. Selma Wacker, '22, appointed cataloger of Emory University library, Atlanta, Ga. Miss Wacker completed the work for an A. B. degree at Winthrop college early in December, coming to Emory the first of January.

Two of the members of the class of '23 were married in December: Vivian Dowe to Major Frederick Irving of West Point military academy; Elizabeth Enloe to Gerald McCarthy of the University of North Carolina.

SUSIE LEE CRUMLEY

Principal

Drexel Institute

The Drexel library school has reached mid-years with no casualties. The curriculum for February offered loan work conducted by Miss Mildred H. Pope, librarian of Girard college. This course which is given in the usual manner of lecture, problem, and quiz, is followed by actual experience in neighboring libraries.

The subject of library buildings which is conducted by the director forms a part of the administration course and is treated from the administrative standpoint. Lantern slides of small library buildings and interiors, borrowed from the A. L. A. collection, supplement the lectures. Professor Kolyn of the Engineering department also gives a lecture on construction, basement planning, light, heat and ventilation.

On January 29, the class dramatized a meeting of the Board of Trustees of

Averagetown and proceeded to organize, draw up by-laws, elect officers, appoint committees and hear enthusiastic speeches from the mayor, the press and the president of the Federation of women's clubs. The librarian was elected from numerous candidates who offered certificates from many library schools. It is needless to say that the graduate of the Drexel school was elected. The librarian presented her recommendations for the new staff and offered an outline for organization of the library in temporary quarters while the new building was being planned, constructed and furnished. The meeting was voted a success and a pleasant way to learn administrative details.

A library class visited the Kingsessing branch of the Free library to make a study of the floor plans, basement, etc., before drawing up specifications for the Averagetown library.

The school had the pleasure of hearing Dr Albert C. Baugh of the University of Pennsylvania who lectured to the class on subject bibliography. He offered for their consideration an evaluation of the histories of English and continental literature.

The students entertained the Library School faculty at tea and each guest was requested to appear as the title of a book. The prize was won by a member of the faculty who appeared as Locke, On human understanding.

ANNE W. HOWLAND
Director

University of Illinois

From the Midwinter meetings of the American Library Association a number of librarians visited the library school: Elizabeth M. Smith, director of the Public library, Albany, N. Y.; and a member of the Board of education for librarianship, who addressed the school and faculty on The purposes of the Board of education; Linda M. Clatworthy, Ill., '00, librarian, Denver university, who spoke to the school on Pioneer library work in Wyoming and Colorado, and Elizabeth T. Stout, Ill., '08, librarian of the Lewis and Clark high school library, Spokane, Wash.

The month of February brought Anne Carroll Moore, supervisor of work with children, New York public library, accompanied by Jessie G. Van Cleve of the *Booklist* office, Chicago. Miss Moore spoke to a group of students, staff and faculty and people from the College of education on Criticism of books for children. At the close of her address, Miss Moore read several chapters from her new book, "Nicholas."

The members of the senior class who had not already met the requirement of four weeks of field work left, February 7, for their respective assignments. Nine members of the senior class were assigned as follows:

Alice L. Beach, Coe college, Cedar Rapids, Ia.; Esther W. Anell, University of Chicago; Dorothy K. Cleveland, Proviso Township high school library, Maywood; Flora E. Hottes, Public library, Davenport, Ia.; William B. Hunt, National Safety Council library, Chicago; Hans Einar H. Mose, Public library, Detroit, Mich.; Grace Palmer, Girls' high school, Brooklyn, N. Y.; Edwin M. Pfutzenreuter, Public library, Muncie, Ind.; Miriam Roe, Ohio State university, Columbus; Tsao Tsu Yang, University of Illinois.

The following members of the class had already covered their field assignments:

Helen G. More, Public library, Tacoma, Wash.; Ada M. Nelson, Public library, Minneapolis, Minn.; Meta M. Sexton, Newberry library, Chicago; Gladys L. Sigler, Public library, Cleveland, O.; Agnes E. Smalley, Public library, Denver, Col.

On February 13, one of the Illinois regional conferences was held at the University of Illinois under the supervision of Anna May Price. Several members of the faculty participated in the program.

The Library club held its third meeting in the form of a "Twelfth Night party," Tuesday evening, January 12.

Alumni news

Since the holidays, the school has received intelligence of the death of a former member of the school—Flora F. Carr, '05-06, until last May, librarian of the Wasco County library, Oregon, who died at the home of her sister in Detroit after a long illness.

Mary L. Deaver, '21-22, has resigned her position as librarian, State normal school, Mayville, N. D., to accept a position on the library staff of the Albertson library, Orlando, Fla.

Irvine G. Mooney, '22-23, writes that he is conducting successfully a chicken farm in Portscatho, Cornwall, England.

Louise DeKraker, B. L. S., '24, was married, December 27, to Bruce Buchanan, at Ann Arbor, Mich.

Mrs Cora Case Porter, '23-24, has accepted a position in the Los Angeles public library, in charge of the Wilshire branch.

Elsie L. Jaeck, '22-23, resigned her position as teacher-librarian at the high school, West Allis, Wis., to become head of the circulation department, University of Missouri library, Columbia.

FRANCES SIMPSON
Assistant-director

Los Angeles public library

Visits to book-stores and the courses in the book-trade bibliography and book-buying gave color to the January schedule. The lecture of Leslie H. Bliss, curator of the Huntington library, on buying rare books added interest to the checking of remainder and auction catalogs, especially when he described the original purchase and recent sale of the English literature duplicates of the Huntington library, for which the class had made imaginary bids. Checking catalogs of western books followed Miss Cooley's lecture on California.

Other special lectures during the month were given by Clifford B. Clapp, Huntington library, who spoke on the cataloger's use of reference tools; L. E. Armstrong, whose experience with the American Book Company gave him an unusual background for his description of educational publishing houses, and Ralph Hamer, display artist in one of the large stores, who discussed the principles of poster-making and the effective arrangement of library exhibits.

Final examinations for the first semester took place the first week in February.

The A. L. A. Board of education for librarianship visited the school, February 28.

MARION HORTON
Principal

New York public library

The senior instructional period opened, February 9, with several experienced students enrolled as candidates for the diploma and with the usual large number of auditors in attendance at individual

courses. In considerable measure the lectures of the first week are introductory to the several series of which each is the beginning, and this is notably true of a talk by Anne Carroll Moore in the course in children's literature; of that by Nell Unger in the course on school library work, and of that by Linda H. Morley in the course on special library work.

The junior students completed their semester examinations, February 6, and entered upon their field assignments, February 9. The distribution of the junior class for field work is considerably wider than usual. Some are going to branches and divisions of the New York public library, as has been customary, and others have been put on schedule at the Washington Square library of New York university, at the reference department of the Columbia University library, at the library of the Boyce Thompson institute for plant research, in the art department of the Newark public library, in the library of the Girls' high school, Brooklyn, in the Public library, East Orange, N. J., in the library of the National Industrial Conference board, and in the library of the Horace Mann school. Students going to a distance from New York include one under assignment in the cataloging department of the Rutgers University library, one in the cataloging department of the City Library association, Springfield, Mass., one in the Sibley musical library, Rochester, and one in the libraries of the Massachusetts general hospital and the Chelsea naval hospital, Boston.

Speakers at the Wednesday afternoon teas recently have been John J. Carlee, of Caldwell, N. J., who discussed Dutch manners and customs; and John J. Murphy, who entertained with readings from the works of modern Irish poets.

ERNEST J. REECE
Principal

New York state library

Wharton Miller, librarian of Union college, is again in charge of the course on bookbinding and began his work February 2.

William F. Yust of the Rochester public library, came for the first five of his series of twelve appointments on library buildings during the week beginning February 16. His lectures were supplemented by a newly revised reading list and practical problems connected with a new branch building for the Rochester public library.

The following students have received appointments to take effect at the close of the school year:

Arlene Dilts, '25, reference librarian, Colorado agricultural college, Ft. Collins.

Randall W. B. French, '25, assistant and instructor in classification, Summer school of library methods, University of Michigan.

Irene R. Johnston, '26, assistant, Lawson McGhee library, Knoxville, Tenn.

EDNA M. SANDERSON
Vice-director

Pratt Institute

The annual business meeting and luncheon of the Graduates' association was held on Friday, January 30. The chief business transacted was the authorization of the appropriation of 5 per cent of the annual dues of the association toward the Scholarship fund, and the election of the following officers for the coming year:

President, Carson Brevoort; vice-president, Marguerite Burnett; secretary, Myrtle I. Roy; treasurer, Louise Hamlin.

The guest of honor at the luncheon was Miss May Massee, editor of children's literature, Doubleday Page and Company, who gave us a very interesting glimpse into the mysteries of the editorial sanctum and a realizing sense of the stimulating influence of the publishers on literature. The vice-director talked about the Paris library school, tracing the influences that brought it into existence, and its potential value. Mr Stevens brought a message from the library and the school, touching on some of the problems that had been met and solved during the year, and commending the loyalty of the graduate body which has backed up and sustained the school.

The class attended the January meeting of the New York library club and heard a stimulating talk by Henry Seidel Candy on book reviews, which came in

fortunate coincidence with the consideration of the same subject in the course on book selection.

The recent lecturers have been Miss Irene C. Phillips, '11, librarian of the Public library, Nutley, N. J., who talked on the problems of a small-sized public library; Miss Katherine Tappert, '10, librarian at Morristown, N. J., who described the extension work of her library, her talk being illustrated by a beautiful map of the library's activities that had been prepared by the Paris library school; Miss Esther Johnston, librarian of the Central circulation, New York public library, on the ways branch library administration differs from that of the independent library; Miss Ernestine Rose, librarian of the 135th Street branch of the New York public library, on the adaptation of a branch to its neighborhood, and Mr Franklin F. Hopper, '01, chief of circulation of the New York public library, on the administrative problems of a large public library.

The library was closed on Lincoln's birthday and will open on Good Friday. That time will be used for the taking of the inventory, the whole staff, with one half of the class each time, reading the shelves intensively. It is excellent experience for the students as there could be no better demonstration of the need of accuracy in library records and nothing that reveals mistakes more pitilessly than does an inventory.

JOSEPHINE ADAMS RATHBONE
Vice-director

St. Louis public library

On January 20, Mr Henry Hoyer, of the printing firm of H. Hoyer & Company, addressed the students on What constitutes good printing, using as an illustration an exhibit selected and arranged by the American Institute of graphic arts and displayed in the art room of the library.

The curriculum of the school is to be enriched and extended by a special course of training for children's librarians patterned in some degree upon that established by Miss Caroline Burnite in the Cleveland public library and now under

the superintendence of Miss Effie L. Power. The establishment and management of this course has been placed in the hands of Miss Alice I. Hazeltine, now supervisor of children's reading in the Providence public library and for many years at the head of the children's department of the St. Louis public library. Miss Hazeltine will return to her old position about March 15 and will at once take up the preliminary work of organizing and preparing for the new course, which will begin at the opening of the school in September next. It is expected that the course will be open only to those who have already passed through a general course of library training or who have had experience in actual library work for a sufficient length of time to fit them for it.

Mrs Harriet P. Sawyer, preceptor of the school, who organized it in its earlier form as a training class and who developed and extended its work into that of a standard library school, has been granted, at her request, a leave of absence during the next academic year and plans to spend part of the year abroad. Her place as administrative head of the school will be taken by the chief instructor, Mrs Gertrude G. Drury, and satisfactory arrangements have been made to carry forward the courses of instruction ordinarily under Mrs Sawyer's charge.

A. E. B.

Simmons college

Visits and visitors are the red stars on the calendar of the recent weeks. Afternoons at Harvard, the Boston Athenaeum and the Boston public library have shown the diversity of the local libraries; and two crowded days at Providence and Worcester brought home not only the variety in the library field, but the unvarying hospitality of librarians to the neophytes of the profession.

The class in library administration was interested in a talk by Miss Ula N. Dow, of the Simmons school of household economics on The personal budget, before they began to consider the topic of The library budget.

In the history of libraries course, which has been touching on significant phases

in library development, two lectures have been of especial interest: Miss Phillips, of the Massachusetts library commission, spoke on Books for our foreigners; and Mr Daugherty brought back vivid days with his illustrated talk on A. L. A. war work, both at home and in France. The Devens camp library, buried in snow; Kelly Field, with screened porch reading rooms; slides showing a group of American librarians from Texas, Cleveland, Grand Rapids, and the editor of PUBLIC LIBRARIES, all gathered at Brest, suddenly made the common effort of library war service real to those who "knew not Joseph."

The bindery instruction included a practical demonstration of mending by Ruby Tillinghast.

JUNE RICHARDSON DONNELLY
Director

Syracuse university

Miss Thorne, director of the school, who has been ill and confined to her home for several weeks, has resumed her duties at the University library.

Mary Richardson, librarian, State normal school, Geneseo, N. Y., spoke to this school, February 13, discussing the development of school library policies in New York state.

ELISABETH G. THORNE
Director

Western Reserve university

The course in library administration in January included six lectures by Joseph L. Wheeler, librarian, Youngstown public library. These informing and stimulating lectures, taken from the daily experiences of active administration, gave the students many practical details of the librarian's task.

Louise Prouty, vice-librarian, Cleveland public library, gave a talk on the organization and technique of "book talks to the public" from her own experience in this work. Mrs Julia S. Harron, library editor, spoke to the students on Values in translations.

A visit from the assistant secretary of the A. L. A., Sarah C. N. Bogle, with a lecture on Some international aspects of library work, was one of the events of

January. The breadth of view and the fresh and stimulating outlook for library development as presented by Miss Bogle gave the students a new and larger conception of the library profession.

Another visitor who made February 5 an outstanding day on the schedule was Anne Carroll Moore, who spoke twice at the school, her subjects being Work with children in the New York public library and Reviewing of children's books. Miss Moore was accompanied by "Nicholas" and "the Troll," which added to the interest of the social hour following her lectures.

The Ohio chapter of the Alumni association of the school presented Zona Gale to a Cleveland audience, February 2, her subject being A decade of the short story. This was for the benefit of the Brett scholarship fund for Ohio students and the results were most gratifying.

ALICE S. TYLER
Director

Paris library school

The number of students accepted at the opening of the regular course, October 6, was limited to 20, only a small fraction of those seeking admittance. Applications came from 16 countries besides France and the United States. There are now enrolled 14 French students, one American of Swiss parentage, two from Norway, and one each from Belgium, Russia and Jerusalem. Application for admission from librarians of foreign countries for themselves or their assistants is indicative of the wide-spread demand for such training as is offered in the Paris library school.

Visitors from neighboring countries are frequent and some have come from Rumania, Esthonia and China, and one from as far as Jerusalem.

Only students holding degrees or who have passend satisfactory examinations have been admitted to the school this year. One student reads easily eight languages and speaks five and another reads seven and speaks five. Nearly all the students speak at least three or more languages. One student who was ap-

pointed librarian too late to enter the class is now following the class as an auditor.

The interest and coöperation of the Paris libraries and librarians and of publishing and printing houses has been of great practical value. The students are privileged to study in the large libraries of Paris and are assigned there for practice work.

The school faculty is French with the exception of the directors and chief instructor in technical courses. Two of the faculty, Mlle Famin and Mme de Mouricaud, have studied in American library schools.

The Indiana scholarship of 1000 francs monthly for eight months was given to M. André Chamson, *archivists-Paleographe, École Nationale des Chartes*. The Overseas scholarship of 150 francs monthly for eight months was given to Mlle Marthe Charlot, who holds a number of diplomas and who served in different libraries for the soldiers during the World war.

Through gain in exchange on scholarship funds, it was possible to award two minor scholarships, one to Mlle Helene Zipper, an assistant in the Jewish National library at Jerusalem, and the other to Mlle Suzane Smelton, an assistant in *l'Heure Joyeuse* library, Brussels.

Special Libraries for February is devoted to discussions of material relating to transportation. This would be useful in any library reference room.

A new college of liberal arts is to be opened by the American university, Washington, D. C., in September. A full four-year course leading to the degree of bachelor of arts will be provided. A faculty of 16 experienced and well-known teachers has been secured. The numerous educational advantages afforded by the national capital are a valuable consideration in choosing place of college residence.

Shun idleness. It is the rust that attaches itself to the most brilliant metals.
—*Voltaire*.

Department of School Libraries**A Reading List for High-School Seniors****Made by the class**

Hugh Lofting, in one of his addresses, spoke of the importance of obtaining from young people their true and unbiased opinions concerning the books which they read. It has been difficult for many reasons to get time at Glenville high for the individual contact with pupils which invites spontaneous confidences about their reading.

An unexpected opportunity presented itself this last fall. An English class (12A) of 27 seniors was organized, pupils being chosen who had shown ability in their (12B) English classes. They were asked to make suggestions as to the arrangement of the course and the special piece of work which they would like to take as a class problem.

A talk with the teacher one morning brought up the matter of reading, and the idea was suggested that the class might like to take Mr Lofting's idea and make a senior reading list, the methods employed to be left to them. The first result was an invitation to meet with the class most informally. Bits from Mr Lofting's paper and Parnassus on wheels served as an introduction, followed by a discussion led by the class itself concerning their own opinions on the subject. A variety of ideas presented themselves, the first (of which all approved) being that each one should cast a fairly critical and not too hasty eye over his past reading with a view to suggesting titles which might be read and talked over by other members of the class. The book lists in the library were to be used for further hints. Browsing, not only in the school library but in the main library, the various branch libraries, book stores, and in any other gathering place of books—was agreed to be a valuable means of broadening their literary acquaintance. Personal recommendations, it was evident, also counted for a great deal.

One factor creating interest in the making of a list was the possibility of

getting away from beaten paths, for—as one boy expressed it—"They were all reading in ruts, and it might be fun to turn aside into someone else's rut for a while." Detours have a way of leading rather surprisingly to quite alluring vistas.

Within a short time a box of paper for notes was placed in the library, together with a letter file in which the said notes could be filed methodically according to author and title. This was done so that each pupil before writing his annotation could see whether he was the first to report on a particular book. If the first, he headed a sheet of paper with the name of the author and the title, wrote his book note and signed his name. The next person interested in that book wrote his review just below the first. It was most illuminating to glance over these "book impressions" from time to time, for they were impressions rather than formal reviews and were of value in casting unexpected side-lights on the personalities of their writers, as they frequently expressed widely diverging views of the same title.

For four months, reviews were collected of books the pupils were reading or had read previously. Better book week served as an interesting test of their growing powers. During this week, the class took into its own hands the introduction of the book friends they had been meeting to the rest of the school. A list was compiled of the books they thought should be on the display rack. Attractive illustrated editions and fairly new copies were obtained as far as possible, and Mary Carolyn Davies' poem, "A book," from "A little freckled person," was lettered for the bulletin board by the Art department of the school.

A book's a magic sort of thing
That makes you sailor, chief, or king;
When I am old and own a shelf,
I think I'll have a book myself!

One chief cause for anxiety among the members of the class was "what to say and how to say it," as they were to take turns at acting as hosts and hostesses dur-

ing several periods each day, and seemed a little puzzled as to just what would be expected of them. There were a number of talks with individuals as to ways and means, and later a discussion with the class. The first pupils to take over the mission of R. Mifflin and dispense books from a stationary rather than a "traveling Parnassus," were to recount their adventures to the rest, with helpful hints. A notice was sent to the session rooms announcing the display of books and the fact that pupils in one of the senior English classes would be very glad to talk about them during certain periods each day. If by any chance a desire to read one of the books on display should be aroused, the pupil creating the interest might make out an order for the book which would be filled as soon as possible. We are still filling the orders which were left.

The result was the most successful Better book week we have ever had. The class discovered that the point of view of the person to whom any book was recommended was of the utmost importance. They enjoyed dipping into various books themselves during occasional moments of leisure and might almost have misquoted Christopher Morley to read:

Books to satisfy all uses,
Golden lyrics of the Muses,
.....
Every kind for every need
So that he who *borrow*s may read.
What librarian can surpass us,
Glenville's Display Rack Parnassus!

There has also been a much more frequent survey of the display rack and other shelves by students who had previously come to the library for reference material only.

The final arrangement of the list itself is summed up as follows:

The review of each book was compiled after 10 or more pupils had passed judgment on that book. In a few cases only, the review represents the opinion of one pupil backed by the teacher's approval. The books were chosen entirely by the pupils through the use of literary reviews, the books themselves, or personal recommendations of friends, that is, through the means employed by adults

out of school. The class worked out its own procedure and shaped its own results.

The class has established for itself a standard of reading. Individually, they may read poor and mediocre books, but they will be able to estimate their value correctly. A talk with one member of the class resulted in his jotting down these four statements which, in his opinion, expressed the results of the making of the list: a) induced varied reading on the part of members of the class; b) provided for closer scrutiny and discussion of books; c) discussion was freer than when under usual supervised system; d) interest was genuine rather than induced.

The preamble to the reading list shows the purpose and spirit of those who helped to compile it.

HELEN B. LEWIS
Librarian

Glenville High-School branch
Cleveland, O.

Student Help in the Library¹

Student help is an old project yet presenting new problems for the librarian. Problems which must primarily be worked out and adapted to the conditions of each individual library.

It is a full two-sided question, the strength of argument for every library depending on the size, needs, personnel, and that ever present apparition, "Question of finances."

If a library can employ all the professional assistants desired, the question of student help may be small and resolve itself into deciding the type of work and cost of service which can be secured to the best advantage through trained or student help. The problem begins to grow when a library is required to supplement a trained staff with student help. The real problem arises when a library must be organized and operated with perhaps only one trained assistant and all student help.

If to use student help is the policy of a library, the adoption of some standards

¹Paper read before the Midwinter meeting of college librarians of the Middle-west at Chicago, January 2, 1925.

will be necessary in the solution of the numerous problems which will arise, for example:

What is the standard of preparation required?

- 1 Is a student taken who has no previous knowledge of library work?
- 2 Is an apprenticeship course required?
- 3 If a library-method course is in the curriculum of the college, is there a requirement that it be completed before the student is accepted for work?

Are students asked to qualify in these or similar requirements?

- 1 Good scholarship
- 2 Fitness for work physically
- 3 Limitations of school activities to be participated in
- 4 Not carry more than regular number of class hours
- 5 Have a good sense of responsibility
- 6 Be at least a sophomore
- 7 Take a pride in the work and ability to cooperate
- 8 Have a personality fitted for library work

What method of payment should be used?

- 1 By the hour. If so, is the rate the same as for other work on the campus?
- 2 By tuition. How many hours a week?
- 3 By service scheme

Distribution of time

- 1 Is work done in one or two days or distributed through all of the school days?

The valuable service which all libraries endeavor to give can be rendered only through a well-organized and efficient staff, the competency of the staff depending in a large degree on the ability of the librarian to inspire a spirit of coöperation and the desire to have her standards carried out loyally by each assistant, professional or student. This personal relationship brought about by the building up of a good staff is both difficult and delightful. It acts as a stimulus, and is a satisfying work bringing returns and often compensation out of all proportion to its difficulties or the service given.

The purpose of any method used in training is to get correct results and efficient service. The questions arise—What shall the training be and how much of it? The decision depends on the needs of the individual library and the policy of the organization of its student help, particularly taking into consideration the amount

of responsibility and the character of the work required of the student. The business man says, "A finished transaction is an asset, unfinished business is a liability. Finish the job." In like manner we strive to develop student helpers who can shoulder responsibility as library assistants in a manner which will succeed to the credit of the library.

Notwithstanding the arguments that may be used against student help, there are many advantages:

- 1 Student help can do satisfactorily much work which would be expensive and unwise to require of a trained library assistant.
- 2 Student help know the assignments made by instructors in classes. This is valuable at the reserve desk.
- 3 They popularize the library through their keen interest. A library position is regarded as a position of honor—rather a bit of envy in it.
- 4 The library is more appreciated by a better understanding of the real purpose, care and work of library resulting in good coöperation between the student body and the library.
- 5 They create a cordial atmosphere and a good quality of work brings a fine reaction from the student body.

There is also a philanthropic side. It assists the student in the following ways:

- 1 It is a means of earning way through college and at the same time getting a valuable instruction and cultural experience.
- 2 It gives the opportunity to try out the profession.
- 3 The library is a place of work easily accessible and so the student can utilize vacant hours.
- 4 It is good training in coöperation and learning how to fit into a carefully organized group.

In general, the results are worth the effort and it is a profitable work for both the library and the student help.

The strict organization of a student staff cannot be over-emphasized. The selection of the students is important, to get those with ability and interest who can be developed into accurate and skilled workers in one phase of the work. By beginning with preliminary problems, as shelving, Cutter numbers and accessioning, tests may be made for accuracy, resourcefulness and ability to carry out instructions and to observe methods. A basis of judgment can be formed as to the type of

work each student can do best, then "intensive training" can be done in that particular line.

In a small college library of the size which has a professionally trained librarian, one trained assistant and student help, the problem arises as to the arrangement to relieve the trained assistant of doing work which can be ably done by student help. This difficulty comes mostly at the loan desk.

Our library has worked out the following plan, which is bringing gratifying results to the student body, faculty and the library. The reading room is large enough to accommodate easily two desks. A reserve desk is run by student help, which is organized and in charge of a young man student. He is held responsible for its work, the daily statistics and the service given. A temporary short-author card catalog (only necessary title cards) is made for books on reserve. These books are shelved back of this desk. Call slips, which must be filled out by the student, are used; no verbal requests are taken. This has many advantages, particularly in accuracy of work, also in maintaining quiet. Faculty members are required to get to the library on reserve-desk-blanks the author and title of the material they wish placed on reserve, including the date the material is to be taken off reserve. A faculty member may appoint from his class an official messenger, for a semester, who reports in writing the material to go on reserve; the name of the messenger, the name and number of the course, and the name of the instructor having been previously sent in writing. Material is not made accessible to students until reported for reserve desk. The faculty can ascertain easily and quickly what material has been made available and the students get excellent service.

The reference and information requests are made of the trained assistant who is in charge of the loan and reference desk. If a student makes a request at the wrong desk he can easily and quietly be directed to the other desk without any embarrassment. In this way the student gets to the right place to receive the best service.

Staff meetings are valuable in training student help—they should be held regularly, well planned, be short, interesting and helpful in discussing problems. They give an opportunity for the librarian to express appreciation as we too seldom speak it in daily work. The student helper learns that criticism should be given and taken as improvement in work and gets a proper balance which creates a loyalty to the library.

Student help has a value in recruiting for the library training profession. It gives an opportunity to pass on to others the advantages of training which we have had and at the same time benefits the library and the college.

LILLIAN M. GUINN
Librarian

Bradley Polytechnic Institute
Peoria, Ill.

News from the Field East

L. Lindsey Brown, N. Y. P. L., '20, has been appointed librarian of the Silas Bronson library, Waterbury, Conn.

Mildred Bradbury, Simmons '20, is now at the Boston public library as assistant to Dr Chenery, chief of the Division of fine arts.

A gift of \$150,000 for a library building at Choate school, Wallingford, Conn., has been received from Secretary of Treasury Andrew Mellon.

George W. Rathbone, Pratt, '06, librarian of the Brooklyn Y. W. C. A., has been appointed librarian of the F. E. Parlin Memorial library, Everett, Mass.

Gertrude Robinson, Simmons '18, has just returned from a seven months' trip abroad and is substituting in the Simmons College library during the absence of Amy Schwamb who is in Florida with her mother.

Edith I. Wright, for some time connected with the New Hampshire state library, has resigned and is studying at Boston university. Theodora Clark, cataloger in the State library, and formerly of the New York public library, succeeds Miss Wright.

The report of the Public library, Brookline, Mass., records a circulation of 328,472v. among 12,363 borrowers, with 115,507v. on the shelves. The library contains a collection of 224 colored reproductions of paintings by the old masters. These prints, which give the colors and tones of the originals with remarkable accuracy, are frequently on exhibit at the library.

Central Atlantic

Mrs Philip L. Allen, N. Y. S. '11, is organizing the library of Mt. St. Mary's academy at Newburgh, N. Y.

Luella Beaman, Pratt, '06, goes to Ridgewood, N. J., to take care of the library for six months.

Katherine Hampton, Drexel, '24, is an assistant in the Public library, East Orange, N. J.

Mabel D. Hyland, Drexel, '23, is cataloging the high school library at Narberth, Pa.

Margaret M. Hanna, N. Y. P. L., '22-23, is now assistant in the cataloging department, Public library, Brooklyn, N. Y.

Marguerite Chamberlain, Simmons '19, has joined the cataloging staff of the International Education board, New York City.

Blanche V. Watts, N. Y. S., '12, will be one of the instructors in the summer library school to be held at Columbia university.

Margaret L. Waller, who attended Simmons for part of the year 1906-07, has joined the staff of the Pennsylvania State library, Harrisburg.

Chloe Haughenberry, Simmons spec. '16, succeeds Margaret Waller as cataloger at the Pennsylvania State College library, State College.

Ruth Lloyd, Simmons '21, was married recently to Clayton F. Hawkrige. Mr and Mrs Hawkrige, after a trip to Bermuda, will live in Jamaica Plain.

Mrs George de Le Vin (Margaret M. Welch), Simmons '16, has accepted a position in the acquisitions department, the Princeton University library.

George H. Lamb, for 20 years librarian of the Carnegie free library, Brad-

dock, Pa., died at his home in that city, January 26, following a long illness. He was 67 years of age.

Charlotte Clark has been appointed children's librarian at the Southeastern branch of the District of Columbia public library. Miss Clark entered upon her new duties, February 4.

The Public Library building at 26 Brevoort place, Brooklyn, N. Y., which has been a landmark since the founding of the library, has been sold for an academy and the executive offices of the Public library will have to find a home elsewhere.

John C. Atwater, for five years head librarian of the Public library, Queensboro, N. Y., has resigned his position to return to his former service in the Richmond Hill high school. His salary as librarian was better by \$1400 annually than that of the teaching position but in five years, Mr Atwater will be eligible to retire from teaching on a pension and there is no pension in the library system. The newspapers report lack of harmony in administration of the Queensboro library as a factor in the situation but not the chief one.

The first sentence in the 1924 report of the Public library, Brooklyn, N. Y., covers the record of its work for the past year—"Aside from the fact that the appropriation was less than in 1923, the record for 1924 is about the same as for the past few years." Inadequate city appropriations have hampered the library in its activities and made it impossible to extend its work, repair buildings, supply books and take care of rebinding, etc. The fund for 1925 has been decreased \$56,138 below that of 1924, which was \$2056 less than that of 1923.

The annual report of the librarian of Princeton university directs attention to the responsibility resting on the library to awaken in the student an interest in the intellectual and social movements of the day and to furnish for his use the books on which his interest may feed. Not only must books be provided and displayed, but a comfortable and convenient place must be furnished for their use.

The trustees are urged to take early action in regard to the erection of a new building which the expansion of the library and the increase in the number of students has made necessary.

The report points out that another side of the educational work done by the library is represented by the lectures and "library tours" given to the freshman and by the lectures on bibliography given to the graduate students.

While books accessioned during the year reached only 22,558, this figure does not include perhaps 25,000v. contained in the Blau memorial collection of modern German literature, received too late in the year to be recorded. This is probably the richest collection in this field in the country. The recorded circulation has doubled during the last five years. The large increase during the last year is attributed to the effect of the new course of study. Ninety per cent of the students are borrowing books for home use.

The amount expended on salaries during the year was \$81,153, and for books, periodicals and binding, \$61,492.

Central

Jane White, formerly of The Indexers, Chicago, has joined the staff of H. M. Byllesby & Company library.

Pauline Field has resigned as director of the Hennepin County library service, Minneapolis. Ethel Berry has been appointed to succeed her.

Althea Currin, Simmons '18, is leaving the library of the Waltham high school to become librarian of the Junior high school, Cleveland, O.

Ethel I. Berry, N. Y. S., '11-12, has resigned as librarian of the *Minneapolis Journal* to become director of the Hennepin County free library, Minneapolis, Minn.

The Public library, Manitowoc, Wis., has completed the twenty-fifth year of its work, and the recent report of the librarian, Martha E. Pond, reviews the library's growth during that period. Statistics for 1924 show a circulation of 95,530v. from a stock of 6370v. in a population of 19,198.

The Hoyt public library, Saginaw, Mich., has dedicated the auditorium in the library as a memorial to the late Harriet Howe Ames, its first librarian, who was in the service of the library for 30 years. The memorial has been named Ames hall and a bronze tablet with suitable inscription has been placed in the room. (See P. L. 30:108)

Elizabeth Nixon, Carnegie '12, died in Cleveland, December 3. Miss Nixon began her library work in the St. Louis public library and served as a member of the staff of the Cleveland public library at two different times. She left library work for several years but returned to the Cleveland public library in October, 1923, where she rendered valuable service in the school department and where her deep human interest and wide experience left an impression upon those with whom she came in contact. Miss Nixon's loss is deeply felt in Cleveland.

The 1924 annual report of the John Crerar library, Chicago, records: Number of books on the shelves, 478,641; pamphlets, 300,236; maps, 14,591; periodicals received, 3721c of 3705 titles; other serials, 15,969; call slips, 168,133; persons using the library, 100,909; number of staff, 54-61; hours open for reading, 54-78. Total receipts, \$295,894; expenditures—books, \$22,182; periodicals, \$13,433; binding, \$13,296; salaries, library service, \$88,474. The library resumed evening service, September 8, made possible by a subscription from its friends of \$12,650.

A note from the Public library, Marseilles, Ill., tells of the successful use of posters for publicity. With the assistance of the drawing teacher in the public schools, some very clever posters were prepared and placed in the business houses along the main streets, as well as in the library. Results followed immediately. Many new borrowers were registered, the majority being adults. One poster which made a particular appeal represented two children astride a saw-horse, driving an imaginary steed. One child carried a basket of books, which bore the slogan, "Books may come and books may go, but good books go on forever."

In the very interesting story concerning the Public library of that city, which appears in the newspapers of Sioux City, Ia. (*See p. 134*), there are some high spots of general interest: Circulation of books for home use, 335,727v., the result of constantly increasing use of the library; nearly 6000 new borrowers were added; number of volumes on the shelves, 75,785.

The policy of the library is to make connection with every civic movement and outstanding local event. Sioux City offers many and varied opportunities for this sort of thing.

Hospital library service comes in for its usual share of notice. The library is now serving 12 hospitals, sanitariums and homes.

South

Julia M. Whittlesey, N. Y. S., '03, is filling a temporary position on the staff of Berea College library, Berea, Ky.

Agnes Auten, Drexel, '24, has taken a position in the cataloging department of the University of Missouri library.

Edith M. Clement, N. Y. S., '13, has been engaged as temporary cataloger at the Virginia military institute, Lexington.

Mary B. Snyder, Drexel, '02, has returned to Norfolk, Va., to catalog the library of the Norfolk and Portsmouth Bar association.

Gertrude H. Kingsbury, N. Y. S., '24, who has been on the cataloging staff of the State university of Iowa since July, 1923, has resigned to become reference librarian at the Public library, Roanoke, Va.

The report of the Public library, Waco, Tex., records an increase in circulation of books and a decrease in the use of the children's department. The library contains about 28,956v. and receives 135 magazines. Number of cards in force, 13,237; circulation, 140,390v.

Frances Newman, Atlanta, '12, has become librarian of the Georgia school of technology, Atlanta. Delia Page Johnston, N. Y., '17, is assistant librarian. Miss Newman is the author of *The Short story's mutations*, recently published by B. W. Huebsch.

The thirty-first annual report of the Cossitt library, Memphis, Tenn., records: Number of volumes in the library, 206,228, of which 15,332 were added during the year; circulation for home use, 653,650v.; school circulation, 93,253v.; active card-holders, 26,234.

The twenty-first annual report of the Carnegie library, San Antonio, Tex., records: Number of books on the shelves, 55,358, with a circulation of 216,613v. in a population of 196,000, with 23,437 registered borrowers. Receipts, \$41,366; expenditures, \$34,432, of which \$9298 was for books and \$14,203 library salaries. During the past year, the library adopted the policy of closed shelves.

On January 1, the Public library, Greenville, S. C., began a library service to Greenville county from funds provided from private sources. A Dodge truck has been purchased and is being equipped with a special body. Annie Porter, head of the loan department of the main library, has been appointed county extension worker and Ellen Perry, who has had extensive experience as a rural school supervisor, will be Miss Porter's assistant.

A branch for the negroes of Greenville city and county was opened in a new negro community center building, January 4. The librarian, Henry James, is a graduate of Union university, Richmond.

The 1924 report of the Rosenberg library, Galveston, Tex., notes growth in size and use of the library's resources. The circulation for the year reached 98,980v., the largest in the library's history. Nearly half the circulation of books was in the children's department. Books on the shelves, 75,000; pamphlets, 50,000; current periodicals received, 400. One-third of the books in the library are in the reference department. The building has become embarrassingly crowded and space in the basement and attic has been provided, which has meant a reduction in funds for books and service. Story hours, visits to the schools, growing connections with teachers and various clubs have meant increased work in all departments. The library has received a

number of gifts of books, maps, historical relics, etc. A number of interesting exhibits have been held during the year.

The Rosenberg library is a memorial library supported by an endowment fund of \$659,279. The income for the past year was \$32,991 and expenditures, \$32,647.

West

Anne K. Wendelbo, N. Y. S., '23-24, who has been cataloging temporarily at the University of Chicago library, has been appointed cataloger at the University of South Dakota library, Vermillion.

Alice Hancock, who has been school librarian in Aitken, Minn., has been appointed children's librarian of the Parmly Billings memorial library, Billings, Mont. Alice James has also joined the staff as general assistant.

The report of Geneva Cook, librarian, Public library, Bozeman, Mont., records a circulation of 21,839v., with 12,915v. on the shelves. There was a Sunday attendance of 1283 persons during the four months when the library was open on Sunday.

The annual report of the South Dakota free library commission states that the commission is converting its traveling libraries from fixed collections to the open shelf plan. The results have been most satisfactory and the new arrangement is full of promise. Parcel post service by the commission has doubled in the past three years. Every county in the state, except three in the Indian reservation country, received material. South Dakota has three tax-supported county libraries. The state library law makes establishment of county libraries mandatory upon petition of the residents of the community. A three-day institute has been conducted annually for the past three years for the benefit of librarians without library school training, but it is planned hereafter to hold an institute of one or two weeks so that a fuller course may be given. It will be held in June so that teacher-librarians may attend. The report asks for a larger appropriation and for an automobile to be used in field work.

Pacific Coast

Nina Moran who for two years has been librarian of Malheur county, Ore., has been elected county librarian of Wasco county. Her headquarters will be at The Dalles.

The biennial report of the Oregon state library to the legislature by the librarian, Cornelia Marvin, is a forceful, comprehensive presentation of conditions, demands and needs of the State library in its service to the state.

The Oregon state library contains 220,156v., many thousand unbound periodicals and a valuable file of clippings classified for use. It has 259,566 persons entirely dependent upon it for book service. Owing to lack of financial support by the legislature and the growing demands on the library, the work of caring for these has been limited, but in spite of the handicap of insufficient funds, the library now has 785 community branch libraries with from 50 to 200 patrons registered at each and 18,133 individual borrowers outside these branches; 2300 rural people call for books and 15,809 borrow by mail. In addition, the library gives supplementary service to all communities with county and local libraries. It selects and buys books annually for 2321 school districts which it also serves by lending books.

The report calls attention to the fact that all the other Oregon educational institutions combined have a registration of only 8538 and most of the persons who profit from these institutions must attend them in person while the benefits of the State library are taken to the people. The State library, however, is allowed for its support less than the library of the University of Oregon alone and about the same amount as is given the Agricultural College library, both of which have larger appropriations for employees.

Canada

Alice D. Cruickshank, N. Y. S., '03-04, who has been head cataloger of the Public library of Hamilton, Canada, for the past 14 months, has resigned to join the cataloging staff of the Public library of Vancouver, B. C.

Public Libraries

A monthly publication devoted to the advancement of library work

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